

Childminder report

Inspection date: 2 August 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive happy to this warm and nurturing setting. The childminder and her assistants have formed close attachments with the children. Children approach them with ease and thoroughly enjoy the interactions that they share. For instance, as children play games with the childminder, they laugh and giggle as they make jokes together. This makes learning a fun and enjoyable experience for them. Children have good behaviour. They clearly understand what is expected of them and are kind and considerate to their peers. Older children understand the needs of babies and take delight in playing with them and being 'helpers'. They are consistently polite and use good manners throughout their play.

Children spend their time engaged in meaningful activities that motivate them to learn. They enjoy growing fruit and vegetables in the garden, which develops their understanding of where food comes from. Children discuss how eating fruit and vegetables will 'make them big and strong when they grow up'. The childminder supports children to develop their small muscles in their fingers and hands. They cut up their fruit for snack, and are provided with opportunities for mark making, both inside and outside. These experiences help to support children's early writing skills in preparation for school.

What does the early years setting do well and what does it need to do better?

- The childminder uses her knowledge of child development to assess the children and plan her curriculum. She gathers detailed information from parents when children first start so that she can build on what they already know and can do. The childminder regularly tracks the children's development. This ensures that she can support and plan their individual next steps in their learning.
- The childminder introduces children to mathematical concepts and encourages them to count. For instance, children excitedly count how many peas they have in their peapods as they pick them from the garden. Children play in the mud kitchen and discuss if they need the water jug to be 'full', 'half' or 'empty'. As a result, children make good progress in this area of their development.
- The childminder places a high emphasis on supporting children's personal, social and emotional development, and as a result, they are confident and curious learners. She skilfully helps children to explore, express and understand their emotions by engaging in calm discussions that helps them to manage their feelings. Children also develop their independence. For instance, they learn how to dress themselves and wash their hands and face throughout the day.
- Partnerships with parents are strong. They comment that the childminder offers a home-from-home setting, and always greets their children with a 'big smile' each day. Parents discuss that she keeps them well informed about what their children are learning, and that they have seen big improvements in their

children's development.

- The childminder and her assistants teach the children the importance of leading a healthy lifestyle. Children have ample opportunities for fresh air each day and enjoy designing their own exercises and running races with the childminder in the garden. The childminder teaches them about the importance of good oral health through well thought out activities. For example, children brush dolls' teeth to learn how to use a toothbrush correctly.
- Overall, the childminder and her assistants support children's communication and language development well. They engage in meaningful conversations with the children, speak clearly and repeat words back to them so that they can hear the correct pronunciation. However, at times, the childminder and her assistants do not use effective questioning techniques to extend children's knowledge and provide them with opportunities to enhance their communication and language skills even further.
- The childminder is dedicated and shows a genuine passion for her role in supporting children and their families. She regularly reflects on her own and her assistants' practice to enhance her setting and learning experiences for children. The childminder understands the need for continual professional development for herself and her assistants. She has recently enrolled onto an early year's professional development course to ensure her practice remains at a high standard.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to safeguard children. She can recognise indicators of abuse and knows the process of referring any concerns to the correct safeguarding agencies. The childminder ensures that the suitability of the members of her household. She makes sure herself and her assistant's child protection training is kept up to date to support the safety and welfare of the children. The childminder has now completed her paediatric first-aid training. This means that she can respond to accidents or injuries appropriately. The childminder makes sure that her home is safe and secure and carries out daily risk assessments of her environment.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- develop the use of questioning to support children's thinking skills and help them to recall and use new vocabulary.

Setting details

Unique reference number	2570611
Local authority	Norfolk
Inspection number	10252677
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	16 August 2022

Information about this early years setting

The childminder registered in 2020 and lives in Watton, Norfolk. She holds an appropriate early years qualifications at level 3. The childminder cares for children from 7.30am until 5.30pm, Monday to Friday, all year round, with the exception of bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder works with two assistants.

Information about this inspection

Inspector
Laura Redmond

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The childminder and the inspector carried out a joint observation to evaluate the impact of teaching on children's learning.
- The inspector viewed written feedback from parents and took account of their views.
- The inspector observed the quality of teaching to assess the impact of this on children's learning.
- The inspector held discussions with the childminder and her assistants, and looked at relevant documentation and evidence of suitability.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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