

Childminder report

Inspection date:

16 August 2022

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy their time at this provision. The childminder provides effective care practice to support children's emotional security and the development of their unique characters. However, the childminder has not maintained a valid paediatric first-aid qualification. This is a requirement of the early years foundation stage to ensure children's ongoing good health.

The quality of education is good. The childminder prioritises children's communication and language development through the introduction of new ideas, vocabulary and concepts. For example, during role play, children explore a variety of fresh herbs. The childminder encourages them to smell each herb as she pronounces their names. Following this, children go on to make a vegetable soup in the garden and say 'chives', 'rosemary' and 'disgusting' when describing the smell of celery to their peers. These learning experiences develop children's vocabulary and understanding of language across the early years curriculum.

Real-life experiences are at the heart of this childminder's provision. Children happily search the vegetable patch for strawberries to eat for snack. Younger children with emerging speech and language skills, giggle and smile when the childminder enthusiastically responds to their babbling sounds. The childminder provides children with an opportunity to take turns to care for and interact with animals. This helps them to learn about nature and practise their social skills, which increases self-esteem and confidence.

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

- The childminder has not maintained mandatory qualifications. She has allowed her paediatric first-aid qualification to expire. Despite this, the childminder demonstrates that she has secure knowledge of how to respond effectively and deliver appropriate first aid to children in an emergency.
- Children demonstrate positive attitudes to learning through high levels of curiosity, concentration and enjoyment during their play. The creative indoors environment is well resourced for children's interests and meets their learning needs very well. The outside area is inviting but the childminder does not always focus on using it to guide children's learning in the same meaningful ways.
- Children build loving and secure relationships with the childminder. The childminder is responsive to their needs and communicates with them in a gentle and relaxed manner. Children demonstrate their emotional security and positive attachments to her as they invite her to join their play and go to her for a cuddle when they need a little reassurance.
- The childminder encourages and challenges children in a way that boosts their confidence and perseverance. For example, she provides young children with

their own spoon at mealtimes to practise feeding themselves. They learn from trial and error, rejoicing and clapping when the childminder praises their efforts. As a result, children strive to become increasingly independent in their physical needs. Overall, children demonstrate good hygiene practice and understand behaviours expected of them, as they automatically go to wash their hands before mealtimes.

- The childminder promotes positive behaviour and attitudes in her inclusive setting. She talks to children about how they feel and encourages sharing between them in an effective way. As a result, children are beginning to understand how their behaviour has an impact on others. This is reflected as older children show acts of kindness and are accepting of younger children joining in their play.
- The childminder works collaboratively with parents to share information about their child and identify any gaps in children's learning. Daily communication with parents ensures all children, including those with special educational needs and/or disabilities, are making good progress. The childminder invites parents to stay-and-play sessions before they start at the setting, which reduces and eases any anxiety a child may have during their settling-in period.
- The childminder creates a child-centred and play-based learning environment that supports the intent of an ambitious and coherently planned and sequenced curriculum. She considers children's interests and individual learning needs and provides the resources that promote their focus on learning and meet their needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding. She attends regular training and knows about local child protection procedures. The childminder understands the importance of following the correct procedures to report any concerns to relevant professionals, to protect children from harm. The childminder understands how to manage allegations of harm or abuse against her or anyone who lives in her home. She has a good knowledge of what to do when recruiting assistants to ensure they are suitable. Risk assessments are in place to ensure children can play safely, inside and outside.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
maintain a current paediatric first-aid certificate.	16/09/2022

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

- strengthen the planning for the outdoor area to provide children with the same rich experiences for learning as those inside.

Setting details

Unique reference number	2570611
Local authority	Norfolk
Inspection number	10239380
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

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 8am until 6pm, 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.

Information about this inspection

Inspector
Louisa Taylor

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector and the childminder discussed the impact of the pandemic, and the inspector has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for children's learning. The childminder showed the inspector the resources and the areas of the premises that are used for childminding.
- The inspector discussed with the childminder how she will implement the curriculum and support all children to make progress, including how the childminder intends to plan, observe and assess children in their care.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation together.
- The inspector held a meeting with the childminder and also discussed self-evaluation.
- The inspector viewed evidence of the suitability of persons living in the household and other relevant documentation, such as a selection of policies and other records.

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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