

Childminder report

Inspection date: 12 October 2022

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

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and homely environment. Children settle quickly and are happy to be in her care. The childminder has a nurturing relationship with the children. They show that they are emotionally safe and secure as they smile and engage in conversations with her. For instance, children enjoy cuddles as they listen to stories. They share their thoughts and ideas about the illustrations in the books. Children behave well. The childminder acts as a positive role model and children quickly learn about the behaviours expected of them. For example, children tidy away their toys before selecting a different activity. They develop good communication skills in labelling their emotions and are supported to articulate how they feel through well-planned activities.

The childminder gives children daily opportunities to spend quality time outdoors. Children have access to a well-equipped garden area. They enjoy exploring the local community. For example, they visit the library, forest areas and local toddler groups. Children are provided with a wide range of resources that they independently access. Children have many opportunities to develop their sensory abilities and build on their curiosity skills. For instance, children combine dry spaghetti and play dough to create candles in cakes and spikes for hedgehogs.

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

- The childminder has an excellent relationship with parents. They describe her as an extension to their family and comment positively about the support she provides to them. Parents receive regular progress reports, which are clear about their child's development and next steps. The childminder shares ideas and strategies for parents to try at home. She communicates effectively with parents about the activities and experiences they have enjoyed.
- Children form strong relationships with the childminder. She knows the children well and they are emotionally secure in her care. The childminder collects detailed information about children and their routines to provide continuity in their care. She displays children's family photos and pictures of the activities they have enjoyed. This helps to support their sense of belonging.
- The childminder interacts well with the children and engages them throughout a range of planned activities. For example, children hunt for letters in their name and match them to other objects beginning with the same sound. She talks to children in their play and asks questions. However, she does not always leave children enough time to think about and respond to questions, before asking another question or answering herself. Therefore, the childminder is not fully supporting children's speaking or thinking skills.
- The childminder carefully plans activities based on children's interests, so they are excited to learn. She focuses on children becoming independent. For

example, children dress to go outdoors independently and wash their hands before helping to prepare snack.

- The childminder ensures children hear a wide range of vocabulary. They discuss acorns and saplings they found in the woods. Children develop a love for books. The childminder supports children's enjoyment of stories at home by providing parents and supporting the local community with a book-lending library. Children listen intently as she reads. The childminder engages children by asking lots of thought-provoking questions around the illustrations. This helps children to understand what is being read.
- Children's behaviour is good. The childminder explains to children why boundaries are in place. For instance, she reminds children to use 'walking feet indoors so we don't bump ourselves'. She uses gentle reminders, such as 'listening ears' to reinforce behavioural expectations. This supports children's understanding of what is expected from them.
- Children demonstrate a positive attitude to learning. They persevere when they encounter difficulties. The childminder provides a script that children quickly repeat for themselves, such as 'I can do difficult things'.
- The childminder demonstrates a positive attitude to professional development. She accesses courses to keep her knowledge up to date. For example, she speaks positively about recent training that has enhanced her understanding for supporting children's well-being and emotional regulation.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to protect children and keep them safe. She has a strong understanding of the correct procedures to follow and who to contact if she has concerns about children's welfare. The childminder attends regular safeguarding training to stay up to date with key changes in policy. She has a good understanding of broader areas of safeguarding, including extremism and female genital mutilation. She uses risk assessments effectively to keep children safe in her home and when on outings.

What does the setting need to do to improve?

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

- give children the time they need to think about and respond to questions and discussions to help them to build on their thinking and speaking skills.

Setting details

Unique reference number	2574957
Local authority	Norfolk
Inspection number	10250888
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Downham Market. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Louise Harris

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector about her intent for children's learning.
- The inspector observed the quality of education being provided 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 took account of parents' views.
- The childminder provided the inspector with a sample of key documents on request.

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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