

Childminder report

Inspection date: 21 April 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive eager to start their day at this friendly childminder's home. They happily separate from their parents and chat to the childminder about their morning. Children confidently find their name card to self-register. They tell the childminder, 'That is me.' They enter the playroom and say 'hello' to their friends and go off to explore. Children select their own books and toys to play with. They play with toy dinosaurs imaginatively, pretending they are trapped. Children spend time constructing towers with magnetic shapes. They investigate how toys can fit inside and adapt their models as they play. Children show the childminder their creations and explain, 'This is a laser.'

Children's behaviour is good. They play calmly and take turns to use favourite toys. They listen to each other's opinions and ideas as they play. For example, children work together to select toy animals for their 'farm'. They name each animal as they play and agree which they need for their game. Children show that they know the daily routines. They take an active part in tidying away toys and are keen to return them to where they belong. They line up at the door to go outside and wait for their turn to use slides.

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

- The childminder interacts warmly with children. Children show that they feel safe and secure. They snuggle next to the childminder to look at favourite books. They point to pictures they recognise. The childminder uses these opportunities to develop children's communication skills. For example, she reads a story about a tiger and asks, 'Do you think the tiger enjoyed the party?'
- The childminder engages with parents during settling-in sessions to obtain information about children's knowledge and preferences. She uses this information to plan activities and experiences to help children move forward in their learning. She uses precise and purposeful ongoing assessments. As a result, children make good progress from their starting points.
- Children enjoy daily fresh air and exercise in the childminder's garden. They develop their coordination and stamina as they climb steps and play on scooters. Children learn to take manageable risks in their play. For example, they experiment with different ways of travelling down slides. The childminder finds other ways to support children's physical development. For example, she plans walks with children to local fields to see animals.
- The childminder helps children to develop a good mathematical understanding. She demonstrates counting and helps children to recognise colours. For example, she asks children to name different-coloured cars as they play. She sensitively corrects any misconceptions, to ensure that children hear and learn the correct numbers and colours.

- Children enjoy activities that help them recognise letters of their name. This helps to promote their early language development. For example, they use toy fishing rods to catch named 'fish'. They show a sense of excitement when they are successful. The childminder praises children, which supports their confidence and self-esteem.
- The childminder supports children to lead healthy lifestyles. She chats to children about oral health and plans activities for children to use toothbrushes to clean pretend teeth. The childminder has recently made home learning packs containing posters and activities to further support children's understanding. The childminder talks to children about hygiene routines. Children know the importance of washing their hands before meals.
- The childminder informs parents about the types of activities and experiences she provides for children. She carries out progress checks for children aged between two and three years. Parents say their children are very happy and are making 'great progress' in the childminder's care. They comment that they would highly recommend the childminder to other parents.
- The childminder provides some opportunities for children to make marks and develop their fine motor skills in preparation for early writing. Children trace over zigzag and wavy lines on paper. However, children are not always given opportunities to follow their own creative ideas and draw their own pictures.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of safeguarding and child protection. She can confidently identify the signs and symptoms that may indicate a child is at risk of harm. She knows the correct procedure to follow to keep children safe and understands her responsibility to report concerns, including allegations. She keeps her safeguarding knowledge up to date through regular training. This includes wider safeguarding issues, such as the 'Prevent' duty. The childminder has robust safeguarding policies and procedures in place. She carries out daily risk assessments to ensure that the premises remain safe and suitable.

What does the setting need to do to improve?

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

- extend mark-making opportunities to allow children to use their imagination and develop their creativity.

Setting details

Unique reference number	2577530
Local authority	Norfolk
Inspection number	10280979
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 14
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Great Yarmouth. She operates all year round from 8am to 6.30pm, Monday to Friday, except for bank holidays and Christmas. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Oakden

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 talked to the inspector about what she wants children to learn and how the curriculum is planned.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector observed the quality of education being provided indoors and outdoors.
- Children spoke to the inspector about the activities they were doing.
- Parents shared their views of the setting with the inspector.
- The inspector looked at a range of documentation 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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