

Childminder report

Inspection date: 19 January 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 thrive in this warm, welcoming setting. They form secure attachments with the childminder, who is caring and kind. Children settle to play quickly. They investigate role-play shops and organise play food on shelves. They fill shopping baskets and tell the childminder, 'The shop is open now.' The childminder is quick to extend children's play. She asks them, 'How much do I owe you?' and 'Can I have a receipt?' This helps to build children's understanding and language. Children show control as they write shopping lists. They explain their markings and draw pictures of their favourite foods. The childminder seizes the moment to chat with children about healthy eating. Children explain fruit is healthy and gives them energy to 'run around'.

The childminder has high expectations for children and uses praise and encouragement to reinforce positive behaviour. As a result, children play together well and take turns to use popular toys. Children share out crayons and work together to pack away toys. The childminder tells children, 'Great teamwork,' and 'You are amazing.' This helps support children's self-esteem. The childminder uses every opportunity to reinforce politeness and manners. Children say, 'You are welcome,' and 'Thank you,' without reminders.

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

- Children have close, trusting relationships with the childminder. They approach her for cuddles and climb on her lap to share stories. The childminder is affectionate and gives warm reassurance. She closely observes children as they play and offers timely support.
- Children benefit from daily exercise and fresh air. They show good balance and coordination as they run up and down slopes. They build stamina during long walks and jump with two feet into icy puddles. Children enjoy yoga and exercise sessions. They balance on one leg and stretch their arms.
- The childminder plans stimulating outings that provide children with a rich set of experiences. For example, she arranges regular trips to local parks, shops and libraries. Children benefit enormously from visits to nearby woodlands. The childminder incites children's curiosity as she asks them to listen to birdsong and look out for 'fairy' trees. Children are fascinated and say, 'Shh, this is a secret wood.' They hunt for spiky leaves and mushrooms. The childminder uses these trips to teach children about safety. She asks children to 'stand like statues' to watch out for traffic.
- Children develop their resilience and confidence. The childminder offers gentle encouragement and says, 'You can do it.' She models how to do things and then steps back to allow children time to practise new skills. For example, she shows children how to hold knives correctly to chop strawberries.

- Children demonstrate an understanding of early mathematical concepts. They correctly identify 'big' and 'small' plastic bears. They count past 12 and name colours as they draw pictures. Children spontaneously use positional language in their conversations. For example, they identify who is located at the front, middle and back when walking in a line.
- Parents comment that they are 'extremely happy' with the service provided by the childminder. They say their children are always excited to attend and are making excellent progress. Parents report they 'fully trust' the childminder and appreciate the wide range of activities and experiences she provides for their children.
- The childminder undertakes training and continues to build on her knowledge and experience. She evaluates her provision carefully and is quick to make improvements. For example, she has recently improved her outdoor provision to provide more shelter.
- The childminder narrates children's play and introduces new words to extend children's vocabulary. For example, she explains knives have a 'serrated' edge as children chop fruit at snack times. However, the childminder does not always model the correct pronunciation of words to fully support children's language development.
- The childminder continuously assesses children's progress. She records children's starting points and tracks their progress to help inform her curriculum. However, some planned activities do not precisely build on what children know and can already do.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a robust awareness of safeguarding. She has a good knowledge of the different types of abuse and its signs and symptoms. She knows the processes to follow to make referrals to support families or reduce the risk of further harm. She shows an awareness of wider safeguarding issues, such as county lines. The childminder ensures the suitability of everyone living in the house through appropriate checks. She is clear about the procedure to follow if there is an allegation made against herself or a member of her household.

What does the setting need to do to improve?

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

- support children's language development further with the correct pronunciation of words
- refine the planning and implementation of the curriculum to build precisely on what children already know and can do.

Setting details

Unique reference number	2590371
Local authority	Norfolk
Inspection number	10263086
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	1 to 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Norwich. She operates all year round, from Monday to Friday, from 7.30am to 6pm, except for bank holidays and Christmas. She holds an appropriate qualification at level 2. The childminder 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 this into account in her evaluation of the provider.
- The childminder talked to the inspector about what she wants children to learn and how the curriculum is planned.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The childminder and the inspector carried out a joint observation together.
- 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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