

Childminder report

Inspection date:

17 November 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 has created a warm and welcoming environment in a cabin in her large garden. She supports babies and young children to settle into the setting in their own time. Children arrive happily, keen to begin exploring and playing. They know the routine and what to expect and this helps them to feel settled and secure. The childminder gets to know children and their families very well. She finds out about their individual needs and provides tailored support, offering flexible care. The childminder provides a calm and relaxed environment where children are confident to explore and participate in a wide range of interesting activities.

The childminder has high expectations for each child. She plans and provides a broad range of learning experiences that interest and challenge children. She makes good use of what is available in the local community to support their learning and development, taking children to wildlife reserves, parks and zoos. The childminder is very patient. She waits so children can put on their own wellies and coats. This helps children to develop strong self-care skills and independence. The childminder tunes into children's communication and follows their interests as they play. Children behave well and the childminder teaches them to share and take turns.

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

- The childminder keeps children safe and secure. She ensures that her garden and home are safe, and she provides a separate area outside for younger children to play. This helps them to explore and use their developing physical skills safely. Children follow hygienic practices independently. They care for their own physical care needs and wash their own hands. The childminder ensures that children have privacy during personal care and engages with babies and young children to reassure them.
- Children eat a range of healthy home-cooked meals and snacks. The childminder supports children with cutting up and sharing their fruit with each other and they access water regularly throughout the day. Children have regular access to a large outside area to run and explore. The childminder supervises children closely when they are petting rabbits and other household pets.
- The childminder supports children's communication and language well. She speaks in a clear and calm manner as she reads stories and uses interesting vocabulary to describe items the children are exploring, such as 'smooth' and 'bumpy'. At times, the childminder asks too many questions, which means that sometimes children do not get the opportunity to practise their conversational skills.
- Children participate in a wide variety of activities that help them learn about the

world and other communities. The childminder teaches them about 'Children in Need' day, and she undertakes fundraising with the children for local charities. She plans and prepares an engaging environment with strong emphasis on creative and imaginative play. Children pretend to bake and eat cakes and sit in a pretend office to answer the phone and play with the computer.

- The childminder carries out accurate assessments of children's learning and development. This enables her to plan and support children individually. For example, she supports a child with counting, encouraging him and extending his learning further. However, there is sometimes unnecessary background noise that distracts the children from their learning.
- Children who are vulnerable receive the support they need to make progress. The childminder uses extra funding carefully to access private speech and language therapy to support children. She shares information with other professionals to help children make successful transitions to school.
- The childminder undertakes training to update her knowledge and skills. She also has plans to develop her knowledge to support children in the setting with special educational needs and/or disabilities. The childminder has an honest view of areas of her setting she wants to develop. She has applied for funding so that additional toilet facilities can be installed in her cabin. She also hopes to add dolls to the role-play area to enhance children's social and emotional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to keep her safeguarding knowledge up to date. She attends all mandatory training and meets all her legal duties. She keeps accurate and detailed records and follows comprehensive policies to keep children safe. The childminder understands signs that would indicate a child is at risk of abuse and knows how to record and report these concerns. She understands the potential local risks that young children may be exposed to. The childminder helps children to keep themselves safe when online. She works in partnership with families and safeguarding professionals to keep children safe and healthy.

What does the setting need to do to improve?

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

- use music with intent to support children's learning and minimise background noise, so that children can focus on their learning
- use questioning carefully to support children's learning, and develop other strategies to further develop children's communication and conversational skills.

Setting details

Unique reference number	2594877
Local authority	Norfolk
Inspection number	10251354
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	9
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2020. She lives in Fakenham in Norfolk. The setting is open all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Tracy Joyce

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 provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.

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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