

Childminder report

Inspection date: 9 May 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 flourish in the care of this childminder and her assistants. They smile as they are welcomed into the childminder's home. Children hang up their own belongings and confidently wave goodbye to their parents and carers at the door. Children are confident and make independent choices in their learning. Adults skilfully incorporate children's interests into learning experiences to extend on their knowledge further. As a result, children are motivated and display admirable attitudes to learning. This helps to ensure they are well prepared for their next stage in education.

Children of all ages behave well and play cooperatively with each other. They enjoy digging in the sand area outside to find equipment for their friends to use. They laugh as they pour sand into the funnel and watch it come out of the bottom. Children are provided with regular opportunities to explore the outdoor environment. They fully cooperate as they dress for all weathers. The nurturing childminder supports children to learn to put on their own shoes and coats. Children learn to be confident communicators. The childminder and her assistants value the importance of listening to children's ideas during activities. Children skilfully demonstrate their secure knowledge and understanding of language in their play. They confidently use words such as 'shovel' when exploring outside.

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

- Children's well-being is given high priority by the childminder. The childminder discusses with children how they are feeling during a daily morning meeting. Children confidently share their own feelings and use simple sign language to help them. They smile as they are praised.
- Children have a secure understanding of how to keep themselves healthy. They independently attend to handwashing before mealtimes and after wiping their noses. Young children enjoy creating their own 'pitta pizzas' during a cooking activity. They explore and learn the names of different vegetables as they chop them. They show immense pride as they share the finished product.
- A highly effective key-person system ensures that the childminder and her assistants know children extremely well. They show secure knowledge of individual children's needs and are skilful in incorporating their next steps in learning into activities they provide. For example, older children are supported to develop their listening and concentration skills while reading a story with an assistant. She pauses and allows children time to recall and anticipate what might happen next in the story. As a result, children listen intently and remain focused in the activity. When planning activities, the childminder works alongside parents to consider children's individual likes and interests and their current stages of development. As a result, all children, including those with

special educational needs and/or disabilities, make good progress.

- Mathematics is skilfully incorporated into the childminder's curriculum and daily activities. For example, older children enjoy hunting for different-shaped objects in the learning environment. They beam with delight as they identify an 'oval' object and call the childminder by name to share their achievement. Younger children confidently use number names spontaneously in their play.
- Partnerships with parents are excellent. Parents highlight the 'exceptional' care that the childminder provides for their children. They describe the childminder and her assistants as 'attentive' and 'welcoming' and explain that children thrive in their care. Parents are thankful for the effective communication they receive and describe how they receive updates on progress their children have made in their learning. Children share how much they have enjoyed their time with the childminder, and parents are extremely thankful for the support and reassurance they have received.
- Assistants report they feel well supported by the childminder. They discuss recent training they have attended to improve upon their own practice. For example, they attended a course on using simple sign language to effectively promote children's communication and language skills. However, the childminder has not yet fully established effective coaching and supervision methods to raise the overall quality of teaching of all assistants.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants demonstrate secure knowledge of the signs and symptoms that may indicate a child is at risk from harm. They confidently explain procedures for recording any concerns and how these are shared with other professionals, if necessary. The childminder and her assistants complete regular safeguarding training and this knowledge is shared during their meetings. They have strong understanding of wider safeguarding issues, such as radicalisation and forced marriage. The childminder is aware of procedures to follow if an allegation is made against herself or one of her assistants. This ensures that all children are kept safe.

What does the setting need to do to improve?

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

- extend the supervision, coaching and mentoring of assistants to focus more firmly on increasing their teaching skills to a higher level.

Setting details

Unique reference number	2627592
Local authority	Norfolk
Inspection number	10285883
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	0 to 6
Total number of places	9
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Watton, Norfolk. She operates all year round, from 6.15am to 6.30pm, Monday to Friday, except for family holidays. The childminder holds a relevant qualification at level 4. She works with three assistants, one of whom holds a qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Holly Todd

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 showed the inspector the areas of her home that children access. They discussed how the childminder ensures this is safe and suitable and how the childminder plans her curriculum and experiences for children.
- The inspector talked to the assistants at appropriate times during the inspection and took account of their views.
- The childminder shared a sample of documents with the inspector. This included evidence about the suitability of assistants working with the childminder.
- The childminder and the inspector observed assistants taking part in activities with children and assessed the impact this had on children's learning.
- Parents provided written feedback to share their views of the childminder with the inspector.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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