

Childminder report

Inspection date: 10 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 at the setting are happy and settled. They enjoy exploring the playroom and look to the childminder for comfort and reassurance. The childminder responds sensitively to children's needs and listens carefully to children talking. Children cuddle up to the childminder when they are feeling tired and fall asleep, demonstrating that they feel safe in her arms. During nappy changes, children are treated with respect. The childminder encourages children to have their nappies changed by playing with the dollies and modelling this routine.

Children are kind to each other. They play together and share resources very well. The childminder teaches younger children the importance of sharing and how to do this. Children pass each other drinks and toys during play. They show care and concern for their peers and enjoy sharing experiences. When babies laugh at the older children, the children repeat their actions and enjoy making their friends happy. Children listen carefully to the childminder and follow her simple instructions. The childminder explains to children why they should not climb on furniture, as they might fall and hurt themselves. Children demonstrate their understanding by following the instructions.

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

- The childminder has developed a curriculum that is focused on the needs of the children. She uses books, songs and rhymes to encourage children's communication and language skills. There is a strong emphasis on developing children's self-esteem and confidence to provide children with a strong foundation for their future learning.
- The childminder provides a range of resources, stored within low-level furniture, to promote children's independence. She has a range of books within easy reach of children, and they enjoy choosing a story to read. The childminder reads stories to children and keeps their focus by asking questions and pointing to the pictures. Children listen carefully and develop a love of reading.
- The childminder encourages children to be independent. She teaches babies to feed themselves at mealtimes. Older children eat independently and the childminder talks to them about what they are eating, giving praise and reassurance when needed.
- The childminder encourages children's communication and language skills throughout all activities. She talks to the children about what they are doing, providing them with new language skills and vocabulary. She introduces new words throughout play, such as 'shake' and 'dance'. The childminder repeats words clearly for children to hear and gives praise to children when they try to say new words.
- The childminder talks to children continuously. She encourages conversations

with older children by asking questions and making suggestions. However, the childminder does not use open-ended questions to develop children's thinking skills further.

- The childminder regularly shares information with parents regarding children's learning and development. The childminder uses an online app, where she shares photos, observations and achievements. This means parents understand what their children know and can do, and what they are learning next. However, the childminder does not provide ideas for parents, specific to children's learning and development, to support learning at home.
- Children benefit from settling-in sessions offered at the setting. They begin to develop relationships with the childminder and, therefore, they are happy and settled when they begin. The childminder gathers information about children's learning and development before they start. This means she can monitor children's progress and plan appropriate next steps to support their development. Children, therefore, benefit from good-quality learning opportunities to extend their learning and knowledge.
- The childminder attends regular training to enhance her knowledge and give her a better understanding of child development. She uses this knowledge and training to enhance her practice and, therefore, provide high-quality teaching and learning opportunities for the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding young children. She is aware of the signs of abuse and has a robust procedure in place for reporting concerns. She has a good knowledge of radicalisation and knows what to do if she has concerns about a child being exposed to extremist views. The childminder attends regular safeguarding training and keeps her knowledge up to date. She understands her responsibilities for reporting concerns about a member of her household or another professional to the local authority designated officer.

What does the setting need to do to improve?

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

- develop questioning techniques to encourage children to give more extended responses to questions to help develop their speaking skills
- provide opportunities to help parents to further develop children's home learning, to support each child's individual needs.

Setting details

Unique reference number	2629727
Local authority	Norfolk
Inspection number	10285305
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 15
Total number of places	6
Number of children on roll	19
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Norwich. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Vikki Reynolds

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 childminder.
- The childminder joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting 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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