

Childminder report

Inspection date: 8 June 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 are happy and secure in the care of the nurturing childminder. They show a real sense of belonging in her home. On arrival, they get excited as the childminder greets them. The childminder knows the children well. They chat and laugh together as they recall previous learning. Children show a positive attitude to learning. The childminder offers a stimulating environment and plenty of meaningful learning opportunities. As a result, children become inquisitive and ask questions such as, 'How many legs does a centipede have?' Children problem-solve as they transport water, using pots. They tell the childminder that their pot needs a lid to stop the water from spilling.

Children develop a love of books. They snuggle up to the childminder as she reads. Children become fully engrossed as the childminder brings the story to life. They confidently join in with repeated sentences. The childminder supports children's learning well. She skilfully extends their vocabulary by modelling new words, such as 'chrysalis' and 'pupa', as she describes other words for a cocoon.

Children behave well. The childminder is a positive role model. She encourages children to use their manners, such as saying 'please' and 'thank you', and praises them when they do so. Children are polite, friendly and enjoy playing together.

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

- The childminder implements her curriculum well. She understands how children learn and sequences her curriculum to build on what they know and can do. The childminder helps children to acquire a range of skills for their future learning. For example, she teaches children the names of different foods, such as 'salami' and 'pickle', as they play and learn.
- Children demonstrate their good mathematical skills with enthusiasm during their play. For example, younger children independently count the coloured crayons. Older children make comparisons as they work out which pot is bigger or smaller than the others.
- Children are actively encouraged to be independent throughout the day. The childminder encourages children to 'have a go' as they unwrap their food at lunchtime. Older children confidently put on their shoes as they get ready to go outside. The childminder supports younger children in their self-care skills. For example, she models how to put on their coats and shoes.
- Children show high levels of engagement in their chosen activities and the childminder supports this well. However, she does not always ensure that her interactions extend children's learning and thinking. For example, as children mix paints together, the childminder does not ask questions to test their understanding of how the colours change.

- Children take part in a variety of trips and outings that continue their learning outside the setting. These experiences give children the opportunity to explore the world around them. Children enjoy visiting the library and other places of interest. They have plenty of opportunities to be physically active, such as at the local park, soft-play centre and in the childminder's garden.
- The childminder creates a language-rich environment that supports children's communication and language effectively. This is evident as she constantly talks to them and narrates their play. The childminder repeats back words and phrases so that children hear the correct pronunciation. This helps to support children's communication skills.
- Children begin to learn how to keep themselves safe when on outings. They know to hold the childminder's hand when crossing the road. The childminder makes children aware of hazards in the environment. She encourages them to look and listen at the roadside for approaching cars.
- Parents speak extremely highly of the childminder. They describe her as 'amazing', 'calm' and 'very kind'. Parents say that they receive regular feedback on their children's experiences and development. Parents feed back that their children have a wonderful time exploring all the activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes regular safeguarding training. She has a clear understanding of her responsibility to keep children safe from harm and abuse. The childminder knows how to record any concerns and who to report them to, including any allegations against herself or a family member. She understands wider safeguarding issues, such as female genital mutilation and county lines. The childminder regularly carries out risk assessments in her home and on outings to ensure that children are safe from harm. Stairgates are in place in appropriate places to ensure the safety of all the children. Children are well supervised.

What does the setting need to do to improve?

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

- strengthen interactions with children to extend their learning to the highest level.

Setting details

Unique reference number	2630075
Local authority	Norfolk
Inspection number	10289092
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	2 to 12
Total number of places	5
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Thetford, Norfolk. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Diane Middleton

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.
- Children communicated with the inspector during the inspection.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Discussions were held between the childminder and the inspector, to help to establish the childminder's understanding of how to safeguard the children in her care.
- The inspector spoke to parents and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training.

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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