

Childminder report

Inspection date: 11 September 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

The childminder provides a warm, stimulating and nurturing environment for children. They have formed a close relationship with the childminder, who takes her time to get to know all of their individual needs and interests. Children eagerly involve her within their play. They giggle with excitement as the childminder chases them around the garden, pretending to be a bear from a story they have read. Children understand the behaviour expectations of the setting and are kind and considerate to each other. They effortlessly use their manners as they play with their peers.

The childminder provides a broad curriculum, with a wide range of resources and well-presented activities. These are readily accessible so that children can make choices, initiate their own play and sustain their concentration. Children develop a love for books and stories. They read stories independently and alongside the childminder. For instance, the childminder reads with enthusiasm and animation, which engages the children and encourages them to join in with phrases from the story. Children have ample opportunities to draw and make marks throughout the setting. This supports their fine motor skills, imaginations and creativity, helping them to develop the skills they need to be ready for when they move on to school.

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

- The childminder has a good understanding of child development and knows the children in her care very well. She works with parents to find out children's existing abilities and uses this information to help inform initial assessments. The childminder understands the importance of observation, ongoing assessment and tailoring activities to meet children's individual next steps. As a result, children make excellent progress in their learning and development.
- The childminder supports children's communication and language development well. She speaks clearly, engages in meaningful conversations and teaches children new words that extend their vocabulary. For instance, children remember and use the word 'metamorphosis' as they discuss caterpillars changing into butterflies.
- Parents speak very highly of the childminder and the care that she provides to their children. They discuss how 'blown away' they are with the activities that their children do each day and how the childminder goes 'above and beyond' what is expected of her. Parents feel well informed about what their children are learning and comment on how much their children have 'flourished' since starting at the setting.
- Children benefit from an array of outdoor experiences to develop their knowledge and understanding of the world, and they experience communities beyond their own. For instance, they attend forest school classes, visit the local

library and playgroups and go on numerous outings. Children love to explore the childminder's large garden and enjoy climbing up ladders with their peers to reach the hidden den in the trees.

- The childminder supports children to lead a healthy lifestyle. She provides them with a wide variety of fruit and home-cooked, nutritious meals. Children learn about where their food comes from and excitedly pick cucumbers and tomatoes from the greenhouse, which they eat with their meals. The childminder has gone above her role, working with parents to ensure that all children in her care are registered with a dentist to support their oral health.
- Children are encouraged to build on their independence. They confidently collect their plates at mealtimes and pour their own water. However, she does not consistently encourage children to carry out simple tasks for themselves. For example, the childminder puts on and takes off the children's shoes when going into the garden and prepares all their snacks. This does not fully promote children's independence as much as possible.
- The childminder makes use of opportunities for children to develop their early mathematical skills. She provides them with numerous opportunities throughout play to learn about numbers, shape and measurement. For instance, children enjoy counting bricks as they design their own road across the garden.
- The childminder continually reviews her practice and provision and the progress that children make. She is experienced, knowledgeable and shows a genuine passion for her role in supporting children and their families. The childminder enthusiastically undertakes a wide variety of training that supports the needs of the children in her setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of her responsibility to safeguard the children in her care. She can confidently recognise indicators of abuse and knows the process for referring any concerns to the correct safeguarding agencies. The childminder knows the procedure to follow should an allegation be made about a member of her household. She regularly completes child protection training to support the safety and welfare of the children in her care. The childminder makes sure that her home is safe and secure for children to play and explore, and she carries out robust risk assessments of her environment and resources.

What does the setting need to do to improve?

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

- provide more encouragement to help children develop their independence and self-help skills to an even higher level.

Setting details

Unique reference number	2637446
Local authority	Norfolk
Inspection number	10295696
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Swaffham. She operates Monday to Thursday, term time only, from 9am to 5pm, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laura Redmond

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 showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The childminder and the inspector carried out a joint observation to evaluate the impact of teaching on children's learning.
- The inspector viewed written and verbal feedback from parents and took account of their views.
- The inspector observed the quality of teaching to assess the impact of this on children's learning.
- The inspector held discussions with the childminder and looked at relevant documentation and evidence of suitability.

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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