

# Childminder report

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Inspection date: 16 August 2024

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

Children thrive in this inclusive setting and are extremely motivated to play and learn. The childminder creates stimulating environments around their interests. Because of this, children feel safe and confidently lead their own learning. They take inspiration from the good-quality resources to explore their imaginative ideas, such as pretending to go to the zoo on the bus. The childminder provides a large box, and children excitedly collect the resources they will need to make it into a pretend bus to ride in. Children clearly articulate their good ideas and expand their vocabulary as they provide a running commentary while making the bus together. Children consolidate their knowledge of shapes as the childminder encourages them to draw 'circle' shapes for wheels and 'square' windows on the bus.

Children are polite and well mannered and frequently say please and thank you without prompting. The childminder consistently provides meaningful praise for children's kind behaviours, which encourages these positive behaviours to be repeated. Children are beginning to accept the needs of others, as the childminder gently reminds children to share and take turns with popular toys. Children develop a love of reading and develop good early literacy skills, with regular trips to the mobile library.

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

- Overall, teaching is of good quality. The childminder has strong knowledge of how children learn. Purposeful activities she provides help support sequenced learning, where children gradually build on what they already know and can do. However, on occasion the childminder does not always build on children's curiosities and interests to deepen their knowledge to support them in achieving their next steps in learning.
- Children are well behaved and play cooperatively. They learn to express their feelings through age-appropriate activities, such as jigsaws, that are themed around emotions. Children respect fair boundaries the childminder sets, as she consistently reinforces the importance of following daily routines to the end. As a result, children become increasingly independent in their self-care needs. They instinctively do things for themselves, such as washing hands before eating and after playing outdoors.
- The childminder gathers in-depth information from children's parents before they start. She uses this to plan bespoke learning experiences that meet individual children's learning, and well-being needs. Robust assessments ensure that any gaps in children's learning are identified, and appropriate support is swiftly provided. The childminder works collaboratively with parents and outside agencies to ensure all children, including those with special educational needs and/or disabilities, consistently have their needs met and achieve their best

outcomes.

- Parents speak highly of the childminder. They feel valued as an important part of their child's early education with daily, face-to-face and online communication. Parents appreciate updates on their children's ongoing progress. Regular newsletters inform parents of future learning experiences, which parents say support their understanding of how they can further their child's learning and development at home.
- The childminder strives for continuous improvement, which is reflected in the positive outcomes for children. She is dedicated to continuously undertake training that supports individual children and their families.
- Children are empowered to make choices and are regularly involved in planning activities they would like to do. For example, children enjoy exploring an animal-themed activity they asked for after a recent trip to the farm. They delight in covering animal figurines in soil and then rinsing it off in the water. The repetitive actions support them to make meaningful connections in their learning and enhance their play and social communication. Additionally, these child-centred activities help support children's concentration and attention skills, preparing them for when they start school.
- The childminder supports children to appreciate diverse communities and different cultures by celebrating special events in children's lives. This fosters a positive and respectful culture for all children to learn in. Children develop a positive self-esteem as they eagerly tell others about their individual experiences, such as holidays they have enjoyed and what is important to them.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- continue to strengthen teaching skills that build on children's curiosity and what they already know and can do, to achieve their next steps in learning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2684086                                                                           |
| <b>Local authority</b>                             | Norfolk                                                                           |
| <b>Inspection number</b>                           | 10360133                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 5                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2022 and lives in Thetford, Norfolk. She operates from 7.30am to 4.30pm, Monday to Friday, all year round. The childminder provides funded early education for two-, three- and four-year-old children. She holds a relevant early years qualification at level 3.

## Information about this inspection

**Inspector**  
Louisa Taylor

## Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discusses the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk of the setting, both indoors and outdoors, to understand how the setting is organised. Additionally, the childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed activities indoors and outdoors, and assessed the impact these have on children's experience at the setting.
- Children spoke with the inspector during the inspection. The inspector read a selection of testimonies from parents and took account of their views.
- The inspector carried out a joint observation with the childminder and took account of her reflections.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children.
- The inspector looked at relevant documentation, including suitability checks for members of the household, insurance and the childminder's first-aid certificate.

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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