

Childminder report

Inspection date: 23 May 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's care. The childminder provides a calm and relaxed environment, where children's safety and well-being are a priority. Children show through their body language that they enjoy strong bonds with the childminder and her assistants. They confidently explore the resources and the environment, demonstrating that they feel safe and secure. They seek reassurance from adults when they feel sad or need a cuddle.

Children benefit from meaningful interactions with the childminder and her assistants, who get down to children's level and follow children's interests and lead in play. Children build a good vocabulary as the childminder narrates their play and introduces new words. Following children's interest in ice creams, the childminder introduces new words, such as 'sprinkles'. She uses mathematical language naturally as children scoop and pour dried oats. Children gain increasing control of their body movements. They receive appropriate support as they start to take their first steps. They develop confidence in their movement as they climb the steps to go down the slide. The childminder provides a wide range of resources and activities that help children to develop small-muscle control in preparation for writing when they move to school.

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

- The childminder has acted on advice, support and guidance that she received from the local authority to help her to develop and improve her practice. She has established a clear curriculum, which is shared with her assistants, that helps children to build on what they know and can do over time. The childminder and her assistants have received training to develop their understanding of how babies learn and develop. They successfully adapt their approach to meet each child's age and stage of development. The childminder has more training scheduled and demonstrates a strong commitment to continue to improve.
- Parents are very positive about the childminder and her assistants. They say that they feel well informed about their child's day, what children need to learn next, and how they can support ongoing learning at home. Parents add that they have noticed the changes that the childminder has made since the last inspection and the progress their children are making in their learning and development.
- Children frequently choose to look at books and request that these are read to them. The childminder and her assistants read with enthusiasm and expression, which helps to captivate children's attention. Children know familiar stories well. They anticipate key words and phrases and know what will happen next. The childminder knows that repetition is important to help children to embed learning, and ensures that they have plenty of opportunities to hear stories often. Children re-enact stories using puppets and story spoons.

- The childminder provides children with opportunities to learn about their local community and people who help them. They visit the local library, parks and soft play. This can involve using the bus, which helps to broaden children's experiences. Children speak with animation about a recent visit from the police. They excitedly say that they put on a policeman's hat and wore handcuffs.
- The childminder promotes children's independence well. Children walk to the shop with the childminder each week and choose the fruit they will eat at snack time. They learn how to use cutlery under supervision, to cut watermelon for snack. Children learn to put on their coats and shoes independently. They develop key skills that will support their eventual move to school.
- Although children behave well, listen and follow instructions, sometimes, the childminder and her assistants tell children not to do things. They do not always give explanations that help children to understand how to manage some risks for themselves.
- Adult interactions with children are good, with a good balance of questions and statements that help conversation to flow. However, sometimes, the childminder and her assistant do not provide children with opportunities to work things out themselves. Children do not always have the chance to speculate or try out their ideas, as adults tell them the answer. For example, they tell children which sized ball will roll down the ball run the fastest.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that put 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:

- enhance understanding of how to help children to speculate and try out their ideas
- build on behaviour management techniques to help children to understand the consequences of their actions and manage their own risk.

Setting details

Unique reference number	2726418
Local authority	Norfolk
Inspection number	10325184
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	12
Number of children on roll	22
Date of previous inspection	28 November 2023

Information about this early years setting

The childminder registered in 2023 and lives in Kings Lynn. She operates her childminding service all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She works with two assistants, one of whom holds an early years qualification at level 2. The childminder provides early years funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Gail Warnes

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to the childminder's assistants at appropriate times during the inspection and took account of their views.
- 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 childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents provided written feedback, which the inspector took into account.
- The childminder provided the inspector with a sample of key documentation on request.

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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