

Childminder report

Inspection date: 24 September 2024

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 works alongside her co-childminder, and together they provide a fun and stimulating environment for children. Children are excited to show visitors around the setting, including the large field at the back of the house. They enjoy exploring the vast space and confidently climb the large climbing frame. Older children enjoy using the swings, where they push themselves higher with their legs. They demonstrate excellent gross motor strength by swinging, balancing and climbing around obstacles. The childminder is passionate about outdoor play and provides a range of large areas for children to explore, offering a range of learning opportunities.

The childminder plans a curriculum that supports children's individual learning. She monitors children's progress closely and provides learning opportunities to extend children's skills. Children demonstrate high standards of social interactions. They play in pairs and larger groups, waiting their turn and passing toys to each other. When using the swings, children call 'your turn' as they climb off, demonstrating a good understanding of sharing. Furthermore, children call their friends to join them in the playhouse, sharing their experiences.

Children behave well. They help the childminder to tidy up and listen to her instructions. The childminder has clear boundaries in place for children, and this helps children to understand what is expected of them. Therefore, children demonstrate kindness and care towards others throughout their play.

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

- The childminder provides a range of resources and books to support children's interest in bugs. Children enjoy bug hunting in the garden and share their findings with their peers. The childminder talks to children about past events, and they confidently recall previous learning, talking about caterpillars changing to butterflies and sharing words such as 'chrysalis'.
- The childminder provides an environment that supports children to make choices about their own play and learning. Children gain independence, choosing their own books and toys. The childminder provides a range of role play opportunities to develop children's imagination, confidence and social interactions.
- The childminder displays her expectations in the setting. This helps children to reflect on their behaviour and recognise the kind things they do. For example, at group time, the childminder praises children for their kindness, explaining they are a good role model for their peers. Children are proud of their achievements and to display their name on the board.
- The childminder provides a range of adult-led activities to support children's next steps in learning. However, she does not always consider how to maintain

children's high levels of engagement and attention, and, on these occasions, this has an impact on the quality of learning that takes place.

- The childminder prioritises children's speech and language development. Children enjoy singing and listening to a range of stories. They begin talking from a young age and toddlers demonstrate excellent conversational skills with adults. The childminder models new vocabulary and children display high standards of communication with peers.
- The childminder is kind and gentle with young babies. She offers cues for them to join her in play and provides interesting activities that spark children's attention. Babies enjoy splashing in the water with the childminder and exploring the different-coloured flowers and leaves.
- The childminder understands the importance of sharing information. She supports children's transitions to school, sharing information with teachers and facilitating visits. The childminder has a good understanding of the skills children require to support their transition further. For example, the childminder ensures that children are confident and independent. They dress themselves, find their own belongings, open their own food packets and can play in large groups with peers. Therefore, children receive a smooth transition into their next learning environment.
- Parents provide excellent feedback for the childminder. They comment on the good communication that the childminder provides and the excellent learning opportunities provided for children. The childminder shares children's progress with parents regularly along with ideas for parents to continue learning at home.

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:

- support children to consistently maintain high levels of engagement during adult-led activities.

Setting details

Unique reference number	2757363
Local authority	Norfolk
Inspection number	10349687
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 9
Total number of places	6
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Kings Lynn. She operates term time only, from 8am to 9am and 3pm to 5pm on a Monday. On Tuesday to Friday, the childminder operates from 8am to 5pm. The childminder closes for bank holidays and family holidays. She works with two other co-childminders.

Information about this inspection

Inspector

Vikki Reynolds

Inspection activities

- The childminder and co-childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the 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.
- The childminder showed the inspector relevant documentation.

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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