

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 welcoming environment for children. Parents describe the setting as a comfortable, safe and loving environment. The childminder focuses her teaching on children's personal, social and emotional development to ensure they are happy and settled at the setting. Families attend settling-in visits prior to starting. The childminder uses these sessions to gather information from parents such as children's interests, care routines, likes and dislikes. This enables her to support children during the transition period. Children demonstrate their sense of safety and happiness at the setting, after only attending a few sessions. They look to the childminder for support and younger children cuddle up to her for reassurance. Children settle quickly and develop close relationships with the childminder.

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 and taking turns. Children thoroughly enjoy playing group games such as 'What's the time, Mr Wolf?' They listen carefully to the childminder's instructions and those of their peers. They hold the hands of the younger children to help them, demonstrating empathy for others. The childminder encourages children to count, offering support when needed and practising important mathematical skills while having fun.

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

- The childminder provides an environment that supports children's independence. For example, children choose the toys they want. They access books and resources from low-level storage and talk about their own wants and needs clearly. The childminder encourages children to carry out small tasks for themselves, such as opening the food packets in their lunch boxes and finding their own belongings.
- The childminder provides many opportunities for children to develop their speech and language skills. She sings to children throughout their play, makes conversation and asks questions. Children listen carefully to the childminder. They answer questions, share stories from home and talk to her with confidence. Children demonstrate strong communication skills from a young age.
- The childminder teaches children about the importance of healthy eating and encourages children to make choices about the foods they eat. Children talk about the healthy options in their packed lunch boxes and use this knowledge during their play in the role play area. For example, in the home corner, children offer food to their peers, saying 'This is very healthy for you.' They begin to understand the importance of keeping their bodies healthy.

- The childminder provides opportunities for children to develop their mathematical knowledge. She introduces shapes to children's drawing and asks questions about the names of simple shapes and colours. However, at times, the childminder does not fully extend and challenge children's learning as far as possible.
- Children are provided with a large outdoor area to explore. The childminder provides a range of large equipment for children to climb, developing their core strength, balance and gross motor skills. Children enjoy riding the balance bicycles, learning how to negotiate the space around them. They demonstrate excellent skills and upper body strength.
- Children demonstrate high levels of confidence and are proud of their achievements at the setting. The childminder praises children for their good behaviours, helping them to develop self-esteem and feel valued by others. She has introduced a display that recognises children's good behaviours and includes all children within the group. Children are proud of themselves and share what they have done today with their peers.
- The childminder shares information with other early years settings that children attend. She discusses children's development and understands the importance of having a wide understanding of children's needs. Therefore, children are provided with consistency in their learning and make good progress.

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:

- extend the use of learning opportunities to broaden children's experiences, explorations and knowledge as far as possible.

Setting details

Unique reference number	2757396
Local authority	Norfolk
Inspection number	10349688
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 4
Total number of places	3
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in King's Lynn. She operates term time only from 8am to 5pm, Tuesday and Wednesday, except for bank holidays and family holidays. The childminder works with two co-childminders at the home of one of her 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 their 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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