

Childminder report

Inspection date: 24 October 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

Children are happy and thoroughly enjoy their time at the childminder's home. Children form secure emotional bonds with the childminder and go to her for cuddles and reassurance. They demonstrate that they feel safe by moving independently around her home and choosing what they want to play with next.

The childminder takes a flexible approach to planning her curriculum, which helps ensure that it meets the age and developmental stage of the children. For instance, when some children are reluctant to join in with an activity, such as a story time, she moves the activity closer so that they can hear the words of the story while following their own interests. This approach allows children to learn at their own pace.

Children behave well and understand the childminder's expectations. She is a good role model and is calm in her approach. Children understand what is expected of them and respond positively to gentle reminders from the childminder when needed. The childminder follows consistent daily routines that help children to manage their expectations of what happens now and what comes next. For example, she plays a tidy-up song to encourage children to put away some resources so they can have snack.

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

- The childminder plans learning opportunities that build on children's interests. For instance, when children show a fascination with insects and bugs, the childminder plans learning opportunities that build on this interest. As a result, children demonstrate a positive attitude towards learning. They excitedly share photographs they have taken during a walk, where they observed dew on spider webs. Children independently access books linked to their interests, further enhancing their broad learning experiences.
- Children are developing good hygiene routines. The childminder sings a handwashing song to teach children to wash their hands properly and develop an understanding of healthy habits. Older children make their own wraps for lunch, choosing from a range of fillings. This helps develop children's growing independence.
- The childminder places a strong focus on books and stories as a key part of the daily routine. The childminder talks to children about the role of the author and illustrator in the story. Older children engage well with the stories. However, when she communicates with younger children, she does not adapt her interactions consistently to enable children to learn and use new words. For example, she often uses long sentences when talking and reading to them.
- The childminder confidently talks about the children in her care. She regularly

observes children to establish appropriate next steps in their learning. When she identifies gaps in children's learning, she puts plans in place to support them. For example, she identifies that some children need more support to broaden their social skills and build confidence in new situations. She plans opportunities for children to meet with other childminders and children. As a result, children are making good progress in their learning.

- The childminder provides activities to strengthen the small muscles in children's hands. For example, children readily explore play dough. Children have daily opportunities to use their large muscles as they learn to climb and balance on the indoor climbing frame. This helps children to make good progress in their physical development.
- Parents speak highly of the childminder. The childminder speaks to parents when they collect their children and shares updates through an online platform. Parents state that her communication regarding their children's progress is 'faultless'. Parents comment that they have seen their children grow in confidence since starting in her care. When children attend other settings, the childminder understands the importance of sharing information to promote consistency in children's learning and development.
- The childminder is highly qualified and regularly undertakes opportunities to build on her existing knowledge to benefit the children. For example, she shares ideas with other local childminders and engages with further reading to support her practice.

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:

- strengthen interactions with younger children to consistently support their emerging speech and language.

Setting details

Unique reference number	2757969
Local authority	Norfolk
Inspection number	10349524
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	0 to 5
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Thorpe St Andrew, on the outskirts of Norwich, Norfolk. She operates all year round, from 7.30am to 5.30pm, three days a week, except for bank holidays and family holidays.

Information about this inspection

Inspector

Shelly McDougall

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children.

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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