

Childminder report

Inspection date: 7 February 2023

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

The provision is good

Children are very happy in the care of this patient and nurturing childminder. They wave goodbye to their parents at the door and excitedly take off their shoes, ready to start their day. They eagerly enter the inviting play room and select activities that interest them. Older children dress up in hats and necklaces. They chat about getting ready to go to the 'shops'. They say, 'I will get my bag' and 'I will be back later.' Children fill shopping trolleys with pretend food and use pretend phones. Babies sit comfortably in support chairs. They shake musical instruments and investigate sensory toys. They babble and kick their legs as they explore soft toys.

Children benefit from time outside in the childminder's enclosed garden. This helps promote their good health. Children show control and balance as they use swings. They kick out their legs in front of them to build up speed. They say, 'I am going into space' as they swing higher. The childminder extends their play. She counts down from five and says, 'blast off'. Children engage in chasing games. They run up and down the spacious lawn. They laugh when the childminder says, 'ready, steady, go' and runs alongside them.

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

- Children have close relationships with the childminder. They show that they feel safe and secure. Older children rush to sit on her knee and tell her, 'I need a cuddle'. The childminder warmly embraces babies. She ensures good eye contact during bottle feeds, helping babies to feel secure. The childminder is quick to notice when children appear hungry or tired. She prepares healthy snacks and settles children to sleep promptly. Nappy changes are respectful. The childminder talks to children about what she is doing. This helps them to feel involved.
- The childminder builds on what children already know and can do. She plans activities and experiences to help all children make progress. She can confidently explain where children are in their development and what she plans to do next to support their learning.
- The childminder supports children's mathematical development. For example, she narrates their play and introduces the language of size. She uses the words 'giant', 'high' and 'tall', as children make towers with construction bricks. Children count to five as they line up their favourite toy cars. They tell each other, 'I am three, nearly four'.
- Children's behaviour is good. They play cooperatively together and are gentle and kind to babies. For example, they sit next to babies and show them books. Children sit quietly at tables during snack times. They say, 'thank you' as the childminder serves them fruit. If conflicts arise, the childminder calmly supports children to understand how to share. For example, she says, 'Play with this toy

while you wait for your turn.'

- Children demonstrate a good level of independence. At snack times, children set out their own chairs. They show good control using knives to chop bananas. The childminder encourages children to develop new skills. For example, she gives guidance on how to take off wellingtons and undo zips. She gives praise and tells children, 'well done' and 'you are so clever.' This helps to build children's self-esteem.
- Partnerships with parents are good. The childminder maintains a regular two-way flow of information about children's progress and care. Parents say she is 'supportive, flexible and reliable.' They say their children are 'thriving' and 'enjoy attending'. The childminder supports children's learning at home. For example, parents borrow resources for their children to use at home.
- The childminder nurtures close links with other childminders in the local area. This enables her to share ideas and good practice. However, she does not regularly communicate with all settings that children attend to promote continuity of care and learning.
- The childminder provides children with a wide range of interesting activities and resources. However, babies do not consistently have access to toys within easy reach. This hampers their growing curiosity and independence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding. She is confidently able to identify the signs and symptoms of abuse. She knows the correct procedure to follow to raise a concern about a child. The childminder completes regular training to refresh her knowledge. Through this, she has developed her knowledge of wider safeguarding issues, such as female genital mutilation and the 'Prevent' duty. She completes daily risk assessments to ensure her home remains suitable and safe for children.

What does the setting need to do to improve?

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

- strengthen relationships with the other early years settings that children attend, to promote greater continuity in children's learning and development
- enhance opportunities for babies to maintain their curiosity and exploration, allowing them to develop independent choices.

Setting details

Unique reference number	EY236707
Local authority	Norfolk
Inspection number	10276275
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	6
Number of children on roll	18
Date of previous inspection	10 July 2017

Information about this early years setting

The childminder registered in 2002 and lives in Norwich, Norfolk. She operates all year round, Monday to Friday, from 7.30am to 5.30pm, except for bank holidays, family holidays and Christmas. She holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Helen Oakden

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in her evaluation of the setting.
- The childminder talked to the inspector about what she wants children to learn and how the curriculum is planned.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Children spoke to the inspector about the activities they were doing.
- Parents shared their views of the setting with the inspector.
- The inspector looked at a range of 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

T: 0300 123 1231
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