

Childminder report

Inspection date: 20 April 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 demonstrate that they feel settled and secure in the childminder's care. They do not hesitate to ask the childminder for support. For instance, children ask her for the materials they need to make a parcel. They eagerly wrap a variety of objects. Children concentrate and persevere when the items they choose become more challenging in shape and size. They are enthusiastic about their learning and proudly show the childminder the parcels they have created. The childminder extends their learning and explains where the parcels go when they have been posted, providing them with new information about the postal system.

The childminder has prioritised children's social development in response to the effects of the COVID-19 pandemic. They regularly visit the local park to help children socialise in larger groups. Overall, children behave well. They are learning to share and be kind to one another. The childminder sensitively supports children to take turns and learn to resolve their own conflicts.

The childminder is a positive role model. She encourages children to wash their hands before eating, and they learn good hygiene routines. Children feed themselves independently during mealtimes, and the childminder supports younger children when required. The childminder praises children frequently for their efforts, and this helps to boost their self-esteem.

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

- The childminder works in partnership with parents. She shares information and keeps them updated about their children's progress and daily activities. The childminder has introduced a 'lending library' to help to increase children's love of literacy. They eagerly select a book and take it home to share with their parents. Furthermore, children regularly visit the mobile library, so they have access to a greater range of stories to ignite their imagination.
- Children have many opportunities to explore the world around them. For example, the childminder takes the children crabbing at the nearby beach. This helps them to become familiar with their local environment and gives children an understanding about marine life. They collect shells and seaweed and bring them back to the childminder's home for further discussion.
- The childminder knows the children well. She is able to talk clearly about what they are working on and their next steps in learning. For example, the childminder supports children to become independent as they are getting ready to transition to school, and she encourages them to put on their own shoes. The childminder gives children time to work things out for themselves before stepping in with suggestions.
- Children enjoy playing games with the childminder and develop their

mathematical knowledge. For example, they play bingo together. This helps children to recognise and become familiar with numbers.

- The childminder supports children's communication and language very well. For example, she engages children in meaningful conversations during their play and poses interesting questions. This encourages them to think deeply and helps to develop children's critical thinking skills.
- Children make their own choices, and the childminder supports their health and well-being well. For example, they decide if they want to play inside or outside. Children thoroughly benefit from being in the fresh air and enjoy being active. They climb and use a range of equipment to help build their leg muscles and develop coordination. Children listen carefully to the childminder when she reminds them of the rules to help keep them safe. For example, they take it in turns and wait patiently for their friends to go down the slide before following.
- The childminder has completed mandatory training, such as safeguarding and paediatric first aid. However, she has not accessed any new courses to raise her practice further and ensure that children's learning and development experiences continue to improve.
- Some children who attend the childminder's provision also attend other early years settings. However, the childminder does not always ensure consistency in their care and education. She does not share detailed information about their learning with other professionals in these settings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection. She attends regular training to ensure her knowledge is up to date. The childminder is knowledgeable about all areas of safeguarding, including the wider issues, such as radicalisation and extremism. She is confident about the reporting requirements and knows who to contact should she have any concerns about a child's welfare. The childminder conducts regular risk assessments to ensure her home is safe and secure.

What does the setting need to do to improve?

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

- make greater use of professional development opportunities to ensure learning and development experiences for children are continually improving
- establish systems for the regular exchange of information with other settings that children attend, to ensure that children's care and learning are supported consistently.

Setting details

Unique reference number	EY246450
Local authority	Norfolk
Inspection number	10279999
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 13
Total number of places	6
Number of children on roll	20
Date of previous inspection	11 September 2017

Information about this early years setting

The childminder registered in 2003 and lives in Terrington St. Clement, Norfolk. The childminder holds an appropriate qualification at level 3. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Marie Walker

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 that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to parents and took their views into account.
- The inspector viewed a sample of documentation and checked the suitability of the childminder to work with 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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