

Childminder report

Inspection date:

7 December 2021

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children develop a secure relationship with the childminder, who is caring, nurturing and sensitive to their needs. Children are reassured as they wake and are happy and calm. They are soothed by the childminder and quickly return to engage in playful activities, which shows that they feel safe and secure in her care. Due to the challenges of the COVID-19 pandemic, the childminder has recognised that some children need additional support to settle. She works closely with parents to ensure that children achieve a successful transition into her setting.

Children learn to cooperate with routines as the childminder sensitively guides them to have their nappy changed. They are confident to express how they feel. For example, they indicate that they have finished their lunch and do not want any more. The childminder introduces the importance of using good manners to children from a young age.

Children are inquisitive and show good levels of engagement and concentration in meaningful activities. They learn to push and pull toys and try hard to place blocks into shape sorters. This supports them well to develop their physical and problem-solving skills. Children play imaginatively and use role-play resources to act out their experiences from home.

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

- The childminder knows the children well. She knows what they can do now and what she wants them to learn next. She offers them challenging opportunities. For example, she encourages younger children to use a fork at snack time to pick up pieces of their banana. Children take on this challenge and try hard.
- Children are busy and motivated to learn throughout the day. They are very interested in the activities the childminder offers and are confident to choose what they want to do. They select from age-appropriate resources in the well-planned environment. Younger children bang rhythm sticks together as they explore sound. They try hard to push a button to make a toy car move. They consistently show good levels of concentration.
- The childminder teaches children about rules and boundaries. When children indicate they want to go indoors, she encourages them to tidy away small resources, initially through role modelling and then by encouraging them. Young children successfully pick chalks up off the floor and put them in a box to tidy them away. The childminder praises them, which boosts their self-esteem and confidence.
- The childminder teaches children to adopt healthy lifestyles. She sings to them as she supports them to wash their hands before eating. She encourages them to drink often. Children benefit from many varied opportunities outdoors in the

fresh air, such as exploring with their senses and moving in different ways.

- Parents comment positively about the care and education the childminder provides for children. They are kept informed about their children's day and are offered support where there are any concerns about children's development. The childminder provides information and suggestions to parents to support them in continuing children's learning at home.
- Children have a keen interest in books, rhymes and stories. The childminder notices their interest in different pictures and names what they see when children point to them. She introduces nursery rhymes as they share a book together. However, at times, the childminder talks constantly to children, which overwhelms them with lots of new vocabulary without giving them time to process, repeat or practise what they hear.
- Non-verbal children are confident to express what they want to do through body language. They push their cup away to show that they do not want any more, and the childminder is perceptive to this. She follows their interest as they lead her to different activities. However, at times, these activities become overly adult led as the childminder continually makes suggestions of what children should do rather than let them explore independently. This occasionally has an impact on their concentration and distracts them from what they had originally set out to do.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure safeguarding knowledge and understands the procedures she must follow if she is concerned about a child's welfare. She knows who she must report concerns to and acts swiftly to inform the appropriate agencies. She keeps her knowledge of a wide range of safeguarding issues up to date and attends relevant training. She understands the importance of documenting concerns and storing these in a safe and secure manner. The childminder has robust procedures in place to manage any allegations about adults who work with children.

What does the setting need to do to improve?

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

- reflect on verbal interactions with younger children and help them to have more focused opportunities to repeat simple words and sounds, and build their range of vocabulary in a carefully sequenced manner
- provide younger children with more consistent opportunities to pursue their own interests in independent play and exploration.

Setting details

Unique reference number	EY252227
Local authority	Norfolk
Inspection number	10113009
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 7
Total number of places	6
Number of children on roll	9
Date of previous inspection	24 March 2015

Information about this early years setting

The childminder registered in 2003 and lives in Norfolk. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Meredith-Jenkins

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed the childminder's curriculum and her ambition for children.
- The childminder and the inspector jointly evaluated a spontaneous activity.
- Parents provided written feedback about their children's experiences at the childminder's setting. The inspector took account of this feedback.
- The childminder and the inspector held discussions at appropriate times during the inspection, taking account of children's needs. The inspector looked at a sample of documents, including evidence of the suitability of the childminder and all household members.

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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