

Childminder report

Inspection date:

17 February 2020

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 quickly settle in the childminder's home. They excitedly show her the books they have brought with them and enjoy talking about the pictures. Children are keen to share their ideas as they immerse themselves in imaginative play. Children behave very well. They respond to the childminder's extremely calm and sensitive approach. Children have lots of fun joining in with a 'welcome' song about going on a bus. They offer their ideas for who could get on the 'bus' and joyfully say that they would like to travel to 'London' and 'school'.

Children are quickly developing a love of reading. They listen to traditional tales with enthusiasm, making up their own ideas for different endings. For instance, children confidently add to the story of 'Goldilocks and the Three Bears', talking about how the bears could 'call the police' at the end. Children listen carefully as the childminder uses the story to promote an awareness of how to stay safe. They talk about how it would be dangerous to walk into the homes of strangers.

Children are very well prepared for their move on to nursery and school. They speak confidently and use numbers in their play. Children do many things for themselves and manage their own self-care. They thoroughly enjoy their time with the childminder, telling her about their activities and inviting her to play.

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

- The childminder accurately observes what children know and can do. She builds effectively on this, helping children to achieve their next steps in learning. The childminder ensures that children are able to develop well across all areas of learning. She works hard to help them acquire a wide range of skills and knowledge before they start school.
- Children show high levels of tolerance and respect for others. The childminder skilfully helps children to learn about the actions of others and how they may be different from their own. She provides a world map to help children to learn about countries around the world and shows them how these link to children who attend the setting.
- Children are involved in making decisions. They take responsibility as they collect chairs and plates for snack time. When children find something tricky, the childminder offers explanations and shows them ways to do things, until they succeed. This helps to build children's resilience and self-esteem.
- The childminder has developed effective partnerships with parents and local schools that children attend. Where children attend another early years setting, the childminder makes sure she understands how she can complement and extend children's experiences. For instance, she helps children to socialise in larger groups to help them feel confident at pre-school settings.

- Children join in with recycling and composting to help them learn how to be responsible and look after the world. They confidently place their orange peel in the compost bin after snack time.
- The childminder plans her environment very well. She has created two welcoming and dedicated playrooms, along with a light and comfy living area. Children are able to choose freely from many toys, books and games available to enhance their learning. Children have created a sensory 'den' out of large cardboard boxes. Cosy sofas and snuggle areas offer children places to rest and relax.
- Interesting activities motivate children to join in and make links in their learning effectively. However, during some adult-led activities, the childminder does not fully consider the best way to manage the specific needs of children of different ages.
- The childminder updates her knowledge. She attends local authority briefing sessions and liaises with other childminders. Parents are very complimentary about the 'skilled and dedicated' childminder. They say she exceeds their expectations. Parents comment that the childminder's nurturing approach helps their children to 'blossom'.
- The childminder offers detailed explanations, models new vocabulary and asks well-thought-out questions. Children return to activities they enjoy and demonstrate their newly acquired knowledge. Occasionally, the childminder does not give children enough time to think, before providing them with an idea or answer.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to identify when a child may be vulnerable or at risk from harm. She has kept her safeguarding training up to date and understands the risks of wider concerns, such as extremist views. The childminder speaks confidently about how to report concerns about a child to the relevant authorities. Effective procedures are in place to enable the childminder to ensure that the premises are secure, and she supervises children fully when playing in the garden. The childminder has robust procedures to ensure the safe use of mobile phones and devices.

What does the setting need to do to improve?

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

- consider further ways to meet the needs of children of different ages during adult-led activities
- extend the time children have to think and come up with a response or idea.

Setting details

Unique reference number	EY262722
Local authority	Norfolk
Inspection number	10113012
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	2 May 2014

Information about this early years setting

The childminder registered in 2005 and lives in Hellesdon, Norwich. She operates all year round, Monday to Friday from 7.45am to 5.45pm, except bank holidays and personal holidays. The childminder provides funded education for three- and four-year-old children. She holds a relevant qualification at level 3.

Information about this inspection

Inspector

Helen Hyett

Inspection activities

- The inspector had a tour around the home with the childminder and the children present. Together, they discussed how the environment and learning experiences are organised.
- The childminder explained to the inspector how she helps to sequence children's learning. The inspector watched activities and evaluated these with the childminder.
- The inspector carried out a number of discussions with the childminder. She interacted with children and viewed written feedback from parents to obtain their views.
- The inspector looked at relevant documentation, including evidence of the suitability of those living on the premises.

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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