

Childminder report

Inspection date: 29 April 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children feel exceptionally secure and content in this extremely welcoming childminding setting. They build highly secure emotional bonds with the childminder, readily going to her for reassurance and to invite her to join in their play. Children are fully included in all activities and routines of the day. They participate at their own level and stage of understanding. The childminder encourages children to recall when they previously had dry sand and what they had to do to it so that they could build sandcastles. They readily recall that they added water and she encourages them to do this again, adding water to the sand so that they can build with it. Children thoroughly enjoy the responsibility of adding water; older ones using a bucket and younger ones using small watering cans. The childminder patiently allows children to explore what happens when they add too much water.

Children are skilfully supported to manage and develop their self-care needs and build on the skills needed to be ready for school. The childminder chats to the children as they play, asks questions and encourages them to think and respond. Children enjoy songs and rhymes, readily suggesting songs to sing next. They eagerly join in with actions to songs and listen to stories. Children behave exceptionally well and develop friendships with each other.

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

- The childminder knows the children very well and has high expectations of what they can achieve. She is highly responsive to children's individual needs. She provides interesting and varied activities that build on what children already know. The childminder monitors children's progress. They make exceptionally good progress from their starting points.
- The childminder is led by what children want to do and expertly guides their learning through their self-chosen activities. For example, when children race around the garden on wheeled toys, the childminder encourages children to extend their play through providing obstacles for them to go around. Together, they predict and then count how many cones have been set out. Children manage obstacles very well.
- Children readily lead their own play and learning, both indoors and outside. They play imaginatively. For example, when a child comes to the childminder and pretends that the wheeled toy is broken, she asks him how it could be fixed. Children readily go off to find the toy toolbox. They develop the muscles of their hands and fingers as they use the pretend spanner, hammer and screwdriver to fix the car.
- Children develop high levels of independence and the childminder skilfully encourages this. They readily wash their hands at appropriate times and know

which hand towel belongs to each child. Children thoroughly enjoy the responsibility of small tasks. Even very young children readily get cups and plates out of the cupboard for snack. The childminder extends their learning to work out how many of each they need.

- The childminder gives the highest priority to promoting children's speech and language skills. She talks to children and gives them time to think and respond to questions. The childminder introduces new vocabulary and encourages children to repeat back unfamiliar words. She encourages children to listen to stories, reminding them about using 'listening ears'. Children thoroughly enjoy books. They notice and talk about details in illustrations.
- Children understand the clear and consistent boundaries. They are kind to each other and respond positively to the childminder's gentle reminders to share and take turns. The childminder is an excellent role model. She treats children with genuine regard and shows love and concern for them.
- The childminder builds exceptionally secure relationships with parents. She keeps them fully informed about their child's day and continues to encourage them to share what they know about their children. Parents describe the childminder as 'brilliant', and value her 'naturally warm and caring nature'. They appreciate that she is flexible to their needs and organises the settling-in process for new children, to consider the needs of the whole family.
- The childminder establishes a highly effective, two-way flow of information with others who provide care and learning for the children. This helps to ensure that children's individual needs are identified and met.
- The childminder thoroughly reflects on all aspects of her practice. She is highly motivated and committed to providing the highest quality of care and education for the children. The childminder maintains mandatory qualifications, such as paediatric first aid. In addition, she is committed to her own professional development, to the benefit of the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her responsibility to protect the well-being of children. She actively keeps children safe throughout the day. The childminder knows the children and their families very well. She is alert to changes in children's home lives that could give cause for concern. The childminder has a very good awareness of the indicators of abuse. She knows how to report concerns, in line with local authority safeguarding procedures. The childminder understands about wider safeguarding issues, such as 'Prevent' duty and county lines.

Setting details

Unique reference number	EY265851
Local authority	Norfolk
Inspection number	10113143
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	2 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	28 September 2015

Information about this early years setting

The childminder registered in 2003 and lives in East Wretham, near Thetford in Norfolk. She operates all year round from 8.30am to 5.30pm, on Monday, Wednesday and Friday, except for family holidays. The childminder holds an appropriate qualification at level 5. She receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jacqui Mason

Inspection activities

- This was the first routine inspection the provider 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 inspector and the childminder held a discussion to understand how the early years curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed an activity and jointly evaluated this with the childminder.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder.
- Children played with the inspector during the inspection.
- Parents shared their views of the setting with the inspector through written testimonials.

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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