

Childminder report

Inspection date: 12 August 2021

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

What is it like to attend this early years setting?

The provision is good

Children are curious and happily investigate their surroundings. They remind each other how to do things safely, including when they jump off large climbing equipment at the park. With gentle support and encouragement, they embrace new experiences and are highly motivated to solve problems. For example, they show determination to work out a different way to move a bowl of water when it is too heavy for them to lift.

Children develop high levels of empathy. They understand how they can make a positive difference to others and talk about meeting local people. For example, children enjoy taking stories and activities to share with residents at a nearby care home. Children strengthen their awareness of differences and similarities in people and communities. For instance, they notice pictures of people who live in Saudi Arabia in a book and talk about their clothing being different to what they wear.

Behaviour is exceptionally positive. From a young age, children demonstrate an excellent ability to share, take turns and make sure everyone is included in their play. They use superb manners in their interactions with the childminder and each other. For example, they understand that it is polite to wait for others to finish speaking before joining in with conversations.

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

- The childminder uses information from parents and her own observations to accurately assess children's development. She considers the impact of the COVID-19 (coronavirus) pandemic, particularly on children's personal, social and emotional development. For example, the childminder plans and focuses the curriculum to provide more opportunities for children to complete tasks themselves. This helps children to regain the high levels of independence they had developed before the pandemic.
- There is excellent use of the outdoor environment to extend children's experiences. Children choose to spend most of their time in the garden. Their awareness of the natural world and living things is developing well. For example, they explore the smell of herb plants and learn how to care for the childminder's pet rabbit.
- The childminder knows how to extend children's learning, so they acquire new physical skills. For example, children practise large movements as they stir paint, water and sand. They show good control when moving the paintbrushes to create marks on a large box. This also helps to inspire their creativity and imaginative ideas as they decide together that the box will become a 'dinosaur den'.
- Aspects of a healthy lifestyle are given high regard in the curriculum. Children

use real toothbrushes and toothpaste to meticulously clean a realistic plastic set of teeth. The childminder encourages them to talk about the importance of following these routines to keep themselves healthy.

- The childminder models language clearly and enthusiastically. When reading books, she introduces children to more complex words, such as 'meteorite' and 'fossil'. Children show good understanding when they repeat the words in later conversations.
- Parents are encouraged to share information about their family's cultural practices and the languages children speak at home. However, the childminder has not fully considered how to support children who speak English as an additional language to use their home languages, for example in their play, to help develop their speaking skills even further.
- The childminder values the strong partnerships she has with parents. She makes sure they are kept informed of their children's achievements. Parents are encouraged to share their expertise and to talk about their job roles with the children. They speak highly of the continued provision during the pandemic and the progress their children have made.
- Since the last inspection, the childminder has introduced a clear system for recording children's attendance. She reviews this regularly to help her to plan activities to suit the needs of the children attending.
- The childminder is proactive with her own professional development and often seeks external advice and support to guide her work. She makes good use of available training to improve her practice and introduce new initiatives to enhance the quality of education.

Safeguarding

The arrangements for safeguarding are effective.

Regular safeguarding training helps the childminder to quickly recognise when a child may be at risk of abuse or neglect. She is vigilant in monitoring children's attendance and checks on their welfare when they do not attend. The childminder knows the local referral procedures to follow if she has a concern. For example, she is committed to reporting any information that indicates a child may be at risk of exposure to extreme views or behaviours. Effective arrangements are in place to ensure that children do not come into contact with unsuitable people.

What does the setting need to do to improve?

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

- extend opportunities for children to hear and use their home language in their play.

Setting details

Unique reference number	EY268892
Local authority	Norfolk
Inspection number	10143187
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 12
Total number of places	6
Number of children on roll	19
Date of previous inspection	7 January 2020

Information about this early years setting

The childminder registered in 2003 and lives in Tunstead, Norfolk. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sarah Clements

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The childminder and inspector completed a tour of all areas used for childminding and discussed how the early years provision and curriculum are organised.
- The inspector observed the quality of interactions during activities indoors and outdoors and assessed the impact these have on children's learning.
- The children spoke to the inspector at appropriate times throughout the inspection.
- Parents shared their views with the inspector in discussion and the inspector took these into account.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons living at the setting.

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

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E: enquiries@ofsted.gov.uk
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