

Childminder report

Inspection date:

21 September 2021

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

All children develop their ability to concentrate on play-based activities and learning for extended periods of time. For example, they become deeply focused on exploring sensory materials, natural items and small animal shapes as the childminder joins them in their discoveries and experiments. This is to help children learn and develop their small-muscle skills alongside learning about what happens in autumn. Children show their thinking skills as they ask questions, and make and test out their predictions. Their confidence flourishes as the childminder gently supports them to learn in their own ways and at their own pace. The childminder carefully plans educational activities so that each child is supported at the level which is just right for their continued learning and development. Children thoughtfully contribute their ideas. They develop strong vocabularies and an ever-widening knowledge about the world around them.

Children's ability to support one another shines through. They learn to follow the calm and considered role modelling of the childminder. Children's exemplary behaviour shows that they feel safe and secure. Those who occasionally struggle to manage their feelings, begin to develop strong coping strategies with close support and guidance from the childminder. Older children kindly encourage each other to put away the toys before snack time. They say, 'Come on, lets put this away, it's snack time.'

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

- The experienced and qualified childminder has a clear and well-developed understanding of what children need to make stable and continued progress in their learning. She focuses on giving children a secure foundation of skills and knowledge to build their future learning on. The childminder is acutely aware of where each child is in their learning. As a result, she responds to their needs exceptionally well.
- Each day, children benefit from clear and consistent routines with excellent learning opportunities. Children keenly listen to adults and one another. They are highly respectful and do not interrupt each other's learning. Children take delight in daily times to share stories and songs with the childminder. Later, they recite the songs to themselves during their play. Children take daily walks and visit local parks with the childminder to build their physical fitness and play with other children. When their friends want to join in with their play, children find ways to share resources and toys together. They engage each other in games of 'hide and find' with a toy piece and celebrate their achievements together.
- The childminder diligently ensures that the health and hygiene practices she has in place, in relation to the prevention of the spread of COVID-19 (coronavirus), are up to date with the most recent legislation and guidance. Children swiftly

and independently attend to many aspects of their own self-care, such as wiping their own noses and washing their hands.

- Parents are extremely positive about the care and education that the childminder gives their children. They value the highly detailed feedback that the childminder gives them on a daily basis. Parents comment that the childminder goes above and beyond their expectations and is extremely professional. The childminder acts on any feedback that she receives from parents to make changes to what she offers children. For example, she plans more opportunities for children to use paint, based on feedback from parents that their children enjoy this.
- During the national lockdown periods in 2020, the childminder sent home activities for children to do, shared videos of herself reading stories for children and kept in regular contact as restrictions allowed. This helped all children to return to her care confidently and having made continued progress in their learning.
- The childminder's professional development is broad, varied and extensive. She consistently uses her new knowledge to ensure that what she does reflects current best practice. The childminder continuously works on ensuring that her curriculum meets the needs of the children in her care. For example, she has recently focused her training on supporting children to develop stronger abilities to regulate their own emotions. She has put in place additional teaching strategies and resources to help children to manage their own feelings at times when they may feel overwhelmed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of how to safeguard children. She carries out frequent training refreshers to keep herself up to date with current issues in safeguarding. The childminder has clear policies and procedures identified which she would follow in the case of a concern about a child, or an adult working with children. She ensures that these are in accordance with guidance from the local safeguarding partnership for her area.

Setting details

Unique reference number	EY291851
Local authority	Norfolk
Inspection number	10113151
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	4 November 2015

Information about this early years setting

The childminder registered in 2004. She operates all year round, from 7.30am to 5pm on Mondays and Tuesdays, and from 8am to 5pm on a Thursday. The childminder is closed on bank holidays and for family holidays. She holds an appropriate childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kate Hipperson

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The inspector observed the quality of interactions between the childminder and children and evaluated the impact that these had on children's learning and development.
- The childminder spoke to the inspector about the curriculum that she provides for children.
- The inspector carried out a joint evaluation of a planned activity with the childminder and evaluated children's learning and development.
- The inspector viewed the areas of the childminder's home used for childminding.
- Essential documentation, including the childminder's first-aid training certificate, was viewed.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector evaluated the experiences of children.
- The inspector read some feedback from parents and considered their views about 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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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