

Childminder report

Inspection date: 9 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children build strong bonds with the childminder and demonstrate that they feel safe and happy in her care. They are eager to arrive and put away their coats, shoes and bags before rushing to explore the activities and toys on offer. Children are active learners. They move confidently between activities and demonstrate their enthusiasm for the next experience the childminder has planned for them. They recall their past learning experiences. For instance, they tell the inspector how they made the paintings on display using special rollers to make different patterns.

Children develop a keen interest in reading. Toddlers pay close attention as they listen to the childminder reading a book. They point to different parts of the illustration, which the childminder describes to them. Older children recognise the letters that make up their name and practise writing these. They proudly show the childminder, who enthusiastically praises them and offers 'high fives'. The childminder has high expectations for all children. She encourages children to be independent from an early age. Toddlers put hats on and collect their shoes, while older children put their shoes and coats on themselves. The childminder helps children to work together to create objects to use in their play. For example, children draw fruits and vegetables to make a sign for their pretend shop. They practise using scissors safely and proudly watch as the childminder sticks the sign to the 'shop' table.

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

- The childminder carefully considers children's experiences and her curriculum intent when conducting self-evaluation. She uses feedback from parents and older children, alongside her own observations, to identify areas to improve or focus on. She also uses conversations with children to shape the activities and resources available. For instance, children demonstrating an interest in healthy eating are offered a shop role-play activity.
- The childminder understands the importance of repetition in learning. She plans opportunities for children to practise their skills and revisit key knowledge, to help them grasp it fully. The childminder knows each child well. She makes accurate assessments of their learning. She uses these, alongside information from parents, to plan activities children will find interesting, and which will help them to make progress. The childminder also works closely with the other settings that children attend and often plans her curriculum to mirror or extend the learning topics delivered.
- Parents comment on the warm and safe environment the childminder provides. They appreciate how well she supports children's learning, including helping older children with school homework. Parents praise the wide range of activities

and say they 'cannot speak highly enough' of the childminder. They feel well-informed about children's progress and how to support their learning at home.

- Toddlers enjoy exploring 'cause-and-effect' toys. They experiment with placing different animal figures on a farmyard toy's buttons, delighting in chicken clucking or pig's snorting noises each habitat makes. Older children use the same toy to create a funny game about a doll that keeps being woken up by different animal sounds.
- The childminder promotes children's speech well. She responds warmly to toddler's utterances, repeats key words and encourages turn-taking in conversation. She has lively conversations with older children, who develop confidence in social situations. They are eager to tell the childminder about their day and to share their ideas. The childminder asks questions and reminds them of recent experiences, such as going on holiday, to encourage their thinking.
- The childminder helps children to make links in their learning. She prompts them to find the correct coloured pencils for different fruit-shaped templates. Children use this same idea to play 'I Spy', where they name colours for their friends to guess the object they are looking at.
- Children develop friendships and demonstrate kind behaviours, such as fetching a special toy for a younger child. The childminder promotes good manners and turn-taking in play. However, she does not always support children's understanding of the potential consequences of their behaviour. This sometimes leads to children ignoring repeated instructions, talking over each other or disrupting their peers' play.
- Children demonstrate their independence and sense of responsibility. They remember the childminder's rules around tidying resources ready for the next person. They carefully put pencils back in their case and place jigsaw pieces in a bowl next to the puzzle base.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her role and responsibilities regarding safeguarding. She knows the signs that may indicate a child is at risk of harm. The childminder understands how to identify and report concerns, including those regarding adults who work with children. She regularly refreshes her safeguarding training. She has an awareness of current child protection issues, such as the 'Prevent' duty and how to promote children's safety when using devices online.

What does the setting need to do to improve?

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

- extend behaviour management strategies to support children's understanding of the potential consequences or impact of their behaviour.

Setting details

Unique reference number	EY302545
Local authority	Norfolk
Inspection number	10264128
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 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	6 June 2017

Information about this early years setting

The childminder registered in 2004 and lives in Lingwood, Norfolk. She operates from 7.30am to 6.30pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Oakley

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 her evaluation of the setting.
- The childminder took the inspector on a learning walk across all areas of the premises to explain how the early years provision and curriculum are organised.
- The inspector observed the quality of interactions during activities indoors and assessed the impact this has on children's learning.
- The childminder completed a joint evaluation of an activity with the inspector.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She took account of the views of parents spoken to during the inspection and through written feedback provided.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons living and working 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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