

Childminder report

Inspection date: 19 November 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy in the care of this nurturing childminder. She provides a warm and welcoming environment where children feel safe and secure. The childminder and her assistants know the children well and build strong bonds with them. They are responsive to children's individual needs. For instance, they recognise when children may need extra reassurance and support. They provide this through their calm and caring interactions with them.

Children behave well. The childminder and her assistants are good role models. Children learn to take turns and share toys and equipment. They receive consistent praise for their patience and the acts of kindness they show to each other. For instance, older children find toys for younger children and use manners autonomously during play.

Children are curious and eager to learn, and they demonstrate positive attitudes towards learning. They join activities with enthusiasm and demonstrate high levels of engagement. The childminder knows what she wants children to learn. She plans her curriculum to provide children with plentiful opportunities to revisit learning and develop their skills through a wide range of play opportunities. This helps children to embed their learning and master their skills. All children make good progress in their development from their starting points.

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

- The childminder knows what she wants children to learn. Her curriculum is planned around children's interests and their learning needs and is delivered well by the childminder. However, the curriculum is not always implemented as well by her assistants. This sometimes creates inconsistencies in the quality of interactions that children receive.
- The childminder supports children's communication and language skills particularly well. She plans adult-led group activities to support children's listening and attention skills as well as promoting their confidence to speak within a larger group. For instance, the childminder encourages group discussions around topics such as the weather. This helps to support children to become confident communicators.
- The childminder is knowledgeable about how to support children who speak English as an additional language effectively. She works closely with parents and collects key words in children's home language to provide opportunities for them to hear their home language being spoken at the setting. This helps children to gain confidence in speaking with the childminder and her assistants.
- Children develop a love of books. They hear a wide range of stories throughout the day. Children regularly visit the local library and choose which books they

would like to borrow. Children listen intently to stories. The childminder and her assistants make effective use of props. This helps to encourage children to remain engaged and participate as they listen to the stories, which are well read by the childminder and her assistants.

- The childminder skilfully supports children's early mathematical development. She weaves in concepts such as size, shape and measure throughout the day as children play. Children demonstrate competence in counting and comparing size. For instance, they grow flowers and measure themselves against them to decide which is the tallest.
- The childminder works in close partnership with parents. She welcomes them into her setting to discuss their interests and hobbies with the children. Parents are regularly updated about their children's learning and what they need to learn next. The childminder provides suggestions on how they can support this at home. This helps to provide children with a consistent approach in their learning.
- The childminder and her assistants work well together. The childminder values her assistants and provides them with regular supervision meetings. She ensures her assistants have regular opportunities to maintain their mandatory training and for continued professional development. However, the childminder has not yet sought further ways to help her assistants develop a deeper knowledge of teaching and learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen assistants' knowledge of the curriculum intent to further enhance the interactions with children
- seek further ways to help to develop the assistants' practice to raise teaching to an even higher level.

Setting details

Unique reference number	EY334354
Local authority	Norfolk
Inspection number	10367270
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	9
Number of children on roll	23
Date of previous inspection	1 February 2019

Information about this early years setting

The childminder registered in 2006 and lives in Norwich, Norfolk. She works with two assistants. The childminder operates all year round from 6.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder offers government funded places for children aged between nine months and four years.

Information about this inspection

Inspector

Louise Harris

Inspection activities

- The childminder talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed interactions between the childminder, her assistants and the children.
- The inspector and childminder carried out a joint observation.
- The inspector reviewed written feedback from parents and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2024