

Childminder report

Inspection date: 7 August 2024

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 are confident and secure in the childminder's home. They introduce themselves and are keen to show the inspector their work. Children hold up long strings of beads that they have carefully threaded and talk about their choice of colours and the quantity of beads they have collected. They are imaginative and eager to share their ideas, pretending that bowls are party hats and dinosaur eggs. Children make models from bricks and explain, 'This is a boat, this is the sail.' The childminder builds warm relationships with children and engages in enthusiastic conversations with them about their interests and home experiences. She recalls children's important people and events, as well as the skills they have been working to master. She praises children's efforts and achievements, commenting on their perseverance. Children are helpful, readily tidying up toys to make space for something new and eagerly helping the childminder to clean the table before lunch. They learn to carry out self-care tasks for themselves. For instance, they wash their hands before eating and take themselves to the toilet.

The childminder supports children's understanding of positive behaviours and helps them to develop key social skills. For instance, she models how to resolve disputes over the sharing of toys fairly. Children practise these skills independently and remind others of key rules. For instance, when their friend has all the sorting bowls, they tell them, 'Sharing is caring.' They also remind friends to say 'please'. Children learn how to interact appropriately with pets. From a young age, they gently stroke the childminder's friendly dogs.

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

- The childminder makes use of ideas from training and online research alongside parents' feedback and discussions with her staff to reflect on and make improvements to her provision and practice. She recently purchased a new 'wagon' pushchair to enable more trips in the local area and has introduced more challenging equipment for older children to build on their interest in basketball and throwing games.
- Children develop their physical skills and practise these in the garden and on outings in the local area. They climb and slide, kick footballs, master the see-saw and join in with an 'axe-throwing' game with plastic throwing tools. Children bounce on the enclosed trampoline, learn how to use the swing independently and pedal ride-on toys.
- The childminder encourages children to think about 'how many more' when counting items and aiming for a specific quantity. She promotes children's knowledge of colour and uses mathematical language to help children think about 'matching', 'same', 'different', 'more' and 'less'. Children confidently use plastic tweezers to pick up and sort small dinosaur toys, matching their colour to

the bowl. They begin to use mathematical language spontaneously in their play. Children confidently count how many dinosaurs they can fit in a bowl. They fit two bowls together to make 'eggs' and excitedly hide dinosaurs inside so they can 'hatch'.

- Parents value the positive relationship they have with the childminder. They talk about how much their children enjoy attending and the range of activities they take part in. Parents also appreciate the standard of care provided and how the flexible service supports them.
- Older children's interests and independence are supported well. For example, the childminder provides a range of materials and equipment to enable them to freely create arts and crafts led by their imagination. Children cut thin strips of coloured paper and work with a friend to assemble them into a maze. They later work together to assemble a 'den' in the garden.
- The childminder provides a broad curriculum with a range of activities and resources that support children to make progress in all areas of their learning and development. She uses observations and conversations with parents to assess children and identify the next steps in their learning and areas they require additional support in to achieve. While teaching is generally strong, sometimes activities or staff deployment do not cater for younger children's needs. This results in children losing interest or becoming frustrated, which has an impact on their learning. For instance, when staff support older children with complex activities for extended periods, younger children disengage and wander or become upset.
- The childminder makes use of everyday opportunities to support children's language skills. She introduces new words and key vocabulary to children during play and models their use during conversations. However, at times, background noise and distractions such as television programmes disrupt children's focus. This makes it hard for them to maintain their attention and become absorbed in activities, so they do not benefit fully from the intended 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:

- review and develop the implementation of activities and the organisation of adults to meet the needs of all children more effectively
- create an environment that promotes children's ability to concentrate on activities and engage in play, particularly with regard to managing background

noise levels and targeted use of screen time.

Setting details

Unique reference number	EY338379
Local authority	Norfolk
Inspection number	10344336
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	0 to 10
Total number of places	12
Number of children on roll	22
Date of previous inspection	7 September 2018

Information about this early years setting

The childminder registered in 2006 and lives in Diss, Norfolk. She works with two assistants and operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3 and one assistant holds a qualification at level 2.

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 their 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 outdoors, and assessed the impact this has on children's learning.
- The childminder completed a joint observation and evaluation of an activity with the inspector.
- The inspector spoke to children, staff and parents at appropriate times during the inspection. She looked at relevant documentation and reviewed evidence of the suitability of all persons living and working on the premises. The inspector also took account of the views of parents through written feedback provided.

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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