

# Childminder report

---

Inspection date:

12 September 2023

---

**Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Good**

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 thoroughly enjoy their time with this kind and nurturing childminder. They settle quickly into their chosen play and become deeply involved in the imaginary worlds they create. Children form secure and loving bonds with the childminder, who demonstrates a consistently gentle and considerate attitude. Children learn to be kind and compassionate to their friends and to the wildlife they encounter. For example, they carefully handle a grasshopper that they find while they look for a suitable and safe home for it. They learn good and polite behaviours as the childminder models good manners and friendly, respectful behaviours.

Children benefit from experiences across the whole spectrum of the early years. The childminder continuously evaluates what children know and can do. She supports them to recall previous activities as she introduces new ideas that build on their prior learning. Children's speaking and listening is well supported as the childminder listens to all of their ideas and comments with respect. Consequently, children develop into skilful, confident and motivated communicators. The childminder knows how to identify children's developing needs and how to access specialist support. All children, including children with special educational needs and/or disabilities, can make sustained progress in their learning.

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

- Since the last inspection, the childminder has taken effective steps to address the actions raised. She now displays all of the required documentation for parents and understands when she needs to notify Ofsted of any changes. She has worked with the local authority and has begun to source relevant training and support. This has helped her to reflect on her teaching and how children learn.
- The childminder promotes children's love of books and stories very well. She uses books throughout her home to enhance planned activities. Children excitedly choose books for her to read to them. When it starts to rain, children choose a well-loved book about a storm. She reads with enthusiasm, drawing their attention to details and making links with the developing weather outdoors. Children are thrilled as they remember the story and this leads to further delightful conversations.
- The childminder plans many different activities for children to develop and practise their physical skills. The stimulating garden is arranged to provide lots of physical challenges. For instance, children lift logs onto the fire-pit, use tongs to collect conkers and transport sand to use as they mix their own dough to make pretend burgers. They are confident in their physical abilities and willing to have a go at every physical challenge.
- The childminder naturally introduces mathematical language and concepts to

children through everyday activities. For example, as she cuts toast into halves then quarters, she helps them notice that it starts as a square then becomes a rectangle before becoming a square again. Children learn important mathematical concepts and language that prepare them for later stages in their learning.

- Parents written comments demonstrate that they are confident that their children are safe and happy in the childminder's care. She provides them with valuable feedback about their children's day and ideas about how to extend children's learning at home. Joined-up approaches to developing skills, such as potty training, ensure that children make sustained progress between home and the setting.
- Although the childminder works closely with parents, she does not yet consistently build relationships with other childcare settings that the children attend. This means that there is not a fully joined-up approach to children's learning and development.
- Although the childminder ensures that children's contributions are valued, she sometimes imposes her own ideas before asking them for their thoughts and opinions. For instance, she does not give children the opportunity to think about how they could transport the pretend burgers they have made, or to consider what colour paint they may need to add to their mixture before offering her own ideas. Consequently, she misses opportunities for children to develop their own ideas to further extend their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to identify children who may be at risk of harm and the steps she needs to take to safeguard children. She reviews her safeguarding training regularly. This ensures that she keeps abreast of current safeguarding issues such as female genital mutilation, the 'Prevent' duty and county lines. She knows what to do should an allegation be made about a member of her household and demonstrates a determination to take prompt action to keep children safe. She has effective procedures in place to manage any risks to children in her home and garden.

## What does the setting need to do to improve?

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

- develop strong links with other providers that the children attend in order to ensure a fully joined-up approach to children's learning and development
- develop even more skilful interactions with children by giving them even more opportunities to share and explore their own ideas before offering suggestions and solutions.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY394214                                                                          |
| <b>Local authority</b>                             | Norfolk                                                                           |
| <b>Inspection number</b>                           | 10261086                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 11                                                                                |
| <b>Date of previous inspection</b>                 | 12 October 2022                                                                   |

## Information about this early years setting

The childminder registered in 2009 and lives in Pulham Market. She operates from 7.30am to 6.15pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Terrie Simpson

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector toured the childminder's home together to discuss the childminder's intention for children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed interactions between the childminder and children in her care, both indoors and outdoors, and assessed the impact on children's learning and development.
- The childminder shared with the inspector her plans to continue her professional development and further improve her teaching.
- The childminder discussed with the inspector how she ensures that both the indoor and outdoor environments are safe and suitable.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023