

Childminder report

Inspection date:

23 September 2022

Overall effectiveness	Good
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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

The childminder provides a home-from-home environment where children are happy and settled. She greets them with a smile and they embrace her with a hug. Children confidently go off to explore the many well-planned activities. Children snuggle on cushions to look at books. They carefully turn pages and point to familiar pictures. Children show high levels of independence in their play. For example, they know where their favourite toys are kept. They access storage baskets and make a 'traffic jam' with vehicles. Children giggle when toy cars flash their lights.

The childminder is patient and kind. Children demonstrate their emotional security and positive attachments to her. They invite her to join their play and approach her for a cuddle when they need reassurance. The childminder attends to their needs promptly. For example, she is quick to notice when nappies need changing. She talks with children throughout the day, which helps them to feel involved.

The childminder supports children's mathematical development effectively. She models counting and talks to children about colours and shapes. For example, she counts conkers and pine cones on an 'autumn' table. Children show dexterity when peeling leaf stickers from their backing paper. The childminder is quick to extend children's learning. For example, she draws their attention to 'pointy corners' on each leaf.

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

- The childminder consistently builds on what children already know and can do. She plans activities and experiences to help all children make progress. She can confidently explain where children are in their development and what she plans to do next to support their learning.
- The childminder teaches children ways to look after their health. For example, she checks that children drink sufficient water during the day. The childminder works closely with parents to ensure snacks and lunches are healthy. For example, she has recently supported parents to select low-sugar options.
- Children spend time being physically active in the enclosed garden. This helps children's mental health and well-being. They balance on beams and run around the lawn. They laugh when the childminder chases them. Children access resources without support from the childminder, which helps their independence. They kick footballs and pretend to mow the grass with toy lawnmowers. The childminder makes regular use of nearby facilities. She uses these visits to further enhance teaching and learning opportunities. For example, children recently enjoyed seeing the piglets at a farm.
- Children behave well and have a positive attitude to learning. They benefit from

the childminder's consistent role modelling. For example, she explains how to take turns and encourages older children to hand out toys to younger children.

- The childminder enhances her professional development by attending training. She evaluates her practice effectively. For example, she identifies that expanding her knowledge of children with special educational needs and/or disabilities would strengthen her provision.
- Parents speak highly of the childminder. They value the good-quality learning opportunities she provides. They say she listens closely to their requests, especially with ongoing changes to their children's sleeping and eating routines. Parents appreciate the daily photos and information they receive from the childminder about what their children are doing.
- The childminder narrates children's play and engages them in conversations. She introduces new vocabulary and models the correct pronunciation of words. This helps support children's language development. However, she does not always ensure she obtains key words in children's home languages. Therefore, she is not able to make the most of opportunities to use words in children's home languages to fully support their communication.
- Children show focus and are keen to try different ways to achieve a desired outcome. For example, they explore how to fit toy cars onto a lorry trailer. This helps to build their problem-solving skills. Occasionally, the childminder offers help too soon. For example, she tells children which sized hole is best when they manipulate objects into shape sorters. As a result, children do not always get the opportunity to test their own ideas to find which ones work best.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of all safeguarding issues that may affect children's well-being and welfare. She knows the correct procedure to follow to keep children safe and understands her responsibility to report concerns, including allegations. The childminder understands when it is appropriate to monitor a child, provide a family with support, or when she needs to make an immediate referral. The childminder creates a safe and secure environment for children to play and learn in her home. She knows how to identify and remove or minimise risks to keep children safe.

What does the setting need to do to improve?

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

- increase opportunities for children to use their home language in their play and learning, to further extend their language development
- extend opportunities that support children to solve problems independently.

Setting details

Unique reference number	EY403062
Local authority	Norfolk
Inspection number	10235366
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	5 October 2016

Information about this early years setting

The childminder registered in 2009 and lives in Watton. She operates all year round from 6am to 5pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Helen Oakden

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 and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- Children spoke to the inspector about the activities they were doing.
- The inspector observed the interactions between the childminder and the children.
- The inspector observed the quality of education being provided both indoors and outdoors.
- The childminder provided the inspector with a sample of key documents on request.
- Parents shared their views on the setting with the inspector.

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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