

# Childminder report

---

Inspection date: 15 December 2022

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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

## What is it like to attend this early years setting?

### The provision is good

Children settle quickly and form affectionate bonds with this caring childminder. They cuddle on her lap to look at books and wrap their arms around her. Babies approach the childminder for reassurance and comfort. They lift up their arms for a hug and snuggle closely as she carries them around. The childminder is gentle and attends to children's needs quickly. She recognises when children are hungry and she prepares healthy lunches for them. Nappy changes are respectful. The childminder talks to children and initiates games to distract them. For example, children giggle when she plays, 'where's your nose?'

The childminder plans her environment to help children become independent learners. Children show a sense of belonging within her home. They show curiosity and make choices as they play. Babies tip out baskets of musical instruments. They delve deep and find shakers that interest them. Children make 'lunch' in the play kitchen and ask the childminder if she would like 'tea or coffee?' Toddlers know where their favourite toy trains are kept. They show concentration as they link wooden track together. The childminder extends children's learning as they play. For example, children set out bridges for their trains. The childminder introduces new words, such as 'through' and 'under'.

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

- Children make good progress from their starting points. The childminder uses a good balance of adult-led and child-initiated activities to promote learning. She has a secure knowledge of what children can do, and she uses regular assessment to identify gaps in their development. The childminder plans activities to help embed children's learning. For example, she uses story times to reinforce colour recognition.
- The childminder promotes children's mathematical development. She incorporates simple counting into most activities. For example, she counts to five as children 'blast off' toy rockets. Children repeat number names as they play. They investigate pretend food and tell the childminder, 'there are four slices of pizza'.
- The childminder plans a range of activities to promote children's fine motor skills. Children show good pencil control as they practise their mark-making skills. The childminder entices children to extend their drawings by demonstrating how to draw around their hands. She encourages children to build resilience and says, 'keep trying', as they practise using scissors.
- Children's behaviour is good. They understand the childminder's expectations and routines. Toddlers help to carry booster seats to the table in preparation for lunch. They say, 'I'll help you', during tidy-up times. Children are polite and use good manners. For example, toddlers say 'thank you' when the childminder

models how to make crayon rubbings. The childminder is calm and reassuring. She recognises when babies are tired and frustrated. She cuddles them closely and distracts them by pointing to fairy lights through a nearby window.

- Parents say their children are very happy in the childminder's care. They report they have 'full trust' in her and say she is 'like family'. They say their children are making good progress and love attending. Parents are complimentary about the range of activities and experiences she provides for their children. They say they are kept fully informed via online platforms and half-termly progress reports.
- The childminder plans activities and trips to widen children's experiences. This helps to develop children's social skills and confidence. For example, she takes children to weekly toddler and singing groups. She maintains networks with other childminders to share ideas and good practice. However, she has not yet strengthened partnerships with other settings that children attend.
- Children benefit from opportunities to sing songs to develop their language skills. They smile and begin to join in with familiar action songs, such as 'twinkle twinkle little star'. The childminder asks children a range of questions and allows them time to respond. She introduces new words to broaden children's growing vocabulary. For example, she shares sensory books with children and uses the words 'bumpy' and 'scratchy' to describe textures. However, she does not always model the correct pronunciation of words to fully support children's language development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of safeguarding. She is aware of her responsibility to keep children safe and knows the processes to follow when reporting concerns. The childminder updates her knowledge through training and shows an awareness of wider safeguarding issues, such as radicalisation. She ensures the suitability of everyone living in the house through appropriate checks. She is clear about the process to follow if there is an allegation made against herself or a member of her household. The childminder ensures her home is secure to prevent unwanted visitors. For example, she uses video doorbells to notify her when someone is approaching the property.

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

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

- strengthen partnerships with other settings that children attend, to promote continuity in their learning and development
- support children's language development by modelling the correct pronunciation of words.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY410318                                                                          |
| <b>Local authority</b>                             | Norfolk                                                                           |
| <b>Inspection number</b>                           | 10263647                                                                          |
| <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> | 1 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 14                                                                                |
| <b>Date of previous inspection</b>                 | 8 May 2017                                                                        |

## Information about this early years setting

The childminder registered in 2010 and lives in Cromer. She operates all year round, except for bank holidays, family holidays and Christmas. She operates from 7am to 5.15pm, Monday to Thursday, and 7am to 4pm on Fridays. The childminder is registered to provide 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 provider and has taken this into account in their evaluation of the provider.
- The childminder talked to the inspector about what she wants children to learn and how the curriculum is planned.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.
- The childminder and the inspector carried out a joint observation together.
- Children spoke to the inspector about the activities they were doing.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The inspector looked at a range of documentation on request.

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 2022