

Childminder report

Inspection date: 3 November 2021

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

The provision is good

Children have fun and enjoy the time they spend at this welcoming setting. They develop close, caring bonds with the childminder and her co-childminder. Children's good behaviour and positive attitudes show that they feel safe and secure. Children develop positive relationships with each other. They regularly show affection for their younger friends, tenderly stroking their hair and inviting them to play.

Children are keen to explore the very well-resourced indoor and outdoor play areas. They examine the toy dinosaurs and cleverly recall their names. Children choose from the wide range of books on offer. They independently recite words and phrases from 'The Gruffalo' as they carefully turn the pages. At story time, children look through the cardboard 'telescopes' they have made to see the 'Shark in the Park'. Outdoors, children explore the dried rice and lentils. With the childminder's encouragement, children use their imaginations to create 'apple pie'. They are keen to share their creations with the childminder and excitedly talk about what they have made. Older children are very well prepared for starting school. They learn to become independent and capable to manage their own self-care. Children enjoy singing rhymes. They are quickly learning to say numbers in order.

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

- The childminder works very well with her co-childminder. Together, they have established a varied and interesting curriculum for children. The childminder makes regular and accurate ongoing assessments of children's skills. She quickly notices any gaps in children's learning. The childminder works in close partnership with children's parents to help children to catch up and develop their confidence.
- Children benefit from high levels of support for their speech and language skills. The childminder continually models new words, showing children how to put words into a sentence. This helps children to develop their vocabulary and confidently communicate their needs.
- The childminder recognises the impact of the COVID-19 pandemic on children. She supports children to develop the social skills that they may have missed out on during national restrictions.
- Children freely choose to play with the resources on offer. To complement this, the childminder, along with her co-childminder, plans specific activities for children to take part in. For instance, older children benefit from a play dough activity where they mould the dough, counting how many 'legs' and 'eyes' they need. However, occasionally, adult-led activities do not engage the interest of younger children, as they are not precisely tailored to their level of development.
- The childminder effectively supports children to learn to stay safe. Older children expertly explain why they wear high-visibility jackets and hats to walk to school.

The childminder helps children to learn about the NSPCC 'Pants' campaign to help children understand about inappropriate touch and how to speak out.

- Children are developing their unique personalities. They have a wide range of opportunities to learn about the communities they live in. Children recently enjoyed a visit from the childminder's firefighter son, who showed children the uniform he wears. Children enjoyed trying on the uniform.
- The best interests of children and their families are at the heart of the childminder's service. During the COVID-19 pandemic, the childminder kept in close contact with families of children who could not attend. She delivered recipe packs to children's families, so they could re-create their children's favourite chicken korma dish that they usually enjoy in the setting.
- The childminder prioritises the welfare of children and their families, encouraging parents to also look after their own well-being. Parents speak highly of the childminder's service. They are thankful for the support and high levels of communication they receive. Parents say that the childminder and her co-childminder are like 'second mums' to their children.
- The childminder attends training. She regularly shares ideas and knowledge within her local childminder network. The childminder holds regular supervision meetings with her assistant, who also works as her co-childminder. The childminder works closely with local schools that children attend.
- The childminder does not reflect precisely on her service to target specific areas to inform ongoing improvements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends training to keep her safeguarding knowledge up to date. She works closely with parents and carers to help them provide effective care for their children. The childminder appreciates the stresses that parents may face and understands how she can help with this. The childminder has a detailed understanding of signs that a child may be at risk from harm. She understands the procedures of the local safeguarding partners, and knows who to contact to report concerns about children's safety and well-being. The childminder works closely with her assistant to check that she is knowledgeable and suitable for her role.

What does the setting need to do to improve?

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

- focus more closely on the needs of younger children during adult-led activities, to help them continue to be highly engaged in their learning
- reflect carefully on practice, to precisely identify areas to inform ongoing improvement.

Setting details

Unique reference number	EY426173
Local authority	Norfolk
Inspection number	10113191
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 9
Total number of places	12
Number of children on roll	14
Date of previous inspection	8 December 2015

Information about this early years setting

The childminder registered in 2011 and lives in Hellesdon, Norwich. She employs an assistant, who also works as her co-childminder. The childminder operates her service from a purpose-built unit attached to her home. The childminder provides childcare all year, round from 7.45am to 6pm, Tuesday to Friday. On Monday, the childminder only offers before-school care from 7.45am until 8.50am. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Hyett

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 her evaluation of the setting.
- The childminder spoke to the inspector about what she wants children to learn and the skills she helps them to develop. The childminder showed the inspector around the areas used for childminding.
- The inspector watched the childminder playing with the children and doing activities indoors and outside. The childminder and the inspector evaluated children's learning and development.
- The childminder showed the inspector a range of documents, including evidence of suitability checks for adults living and working in the home, and first-aid certificates.
- The inspector obtained parents' views through discussion and written feedback. She spoke to the children at appropriate times.

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

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