

# Childminder report

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Inspection date: 16 March 2020

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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

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

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

### The provision is good

Children are happy, relaxed and enjoy themselves. They are keen to join in and enthusiastic in their play. Children listen to the childminder and her assistant. They follow simple instructions and help to keep the play room tidy. Children form strong bonds with the childminder, showing genuine affection for her. They demonstrate that they feel safe and secure in her care.

Children behave well. They respond positively to the gentle reminders and explanations that the childminder provides that help to promote good behaviour. The childminder encourages children to think about the impact of their actions on their friends. Children show good attitudes to learning and gain the key skills they need to support the move to school.

Children freely choose from a wide range of interesting and stimulating activities. The majority of children who attend speak English as an additional language. The childminder provides children with good support to use their home language and to understand and learn English. Children join in with songs and nursery rhymes. They repeat the words and phrases, and follow the actions as they sing 'The Wheels on the Bus'. They benefit from the repetition in the songs to help them develop good communication and language skills.

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

- The childminder has a good understanding of how children learn and develop. She organises the curriculum to help children learn English and gain the skills they need to be ready for the move to school.
- The childminder works well in partnership with parents. She provides parents with information about their child's day and shares ideas to support their child's ongoing learning at home. She encourages parents to share information about children's likes and achievements at home to help her to plan stimulating and enjoyable learning experiences.
- Children show good levels of concentration and engagement. They learn to share and take turns as they play. The childminder's assistant calmly explains to children how to take turns and teaches them to respect each other's rights to play.
- The childminder shares information with other professionals to help to provide children with consistency in their care. All children, including those with special educational needs and/or disabilities, receive targeted support that helps them to reach their potential.
- Children enjoy a range of activities that are purposefully planned to develop their hand-to-eye coordination and the muscles in their hands. This supports children's interest in drawing and writing. Children follow actions in songs,

making big arm movements. They explore a range of materials, such as sand, coloured rice, shaving foam and play dough. The childminder provides tools and utensils to encourage children to cut, dig, pour and scoop. Children roll out the play dough, and scrunch and mould it in their hands.

- Children enjoy dancing to music and playing traditional games, such as musical chairs. They walk to the local park with the childminder, where they play on large play equipment and feed the ducks when the weather is fine. However, there are not enough opportunities for children to play and learn outside throughout the year. This means that those children who prefer to learn outside have reduced opportunities to do so.
- Children gain good independence skills. They are confident to meet their personal hygiene and self-care needs. Children enjoy a nutritious and balanced range of meals that the childminder prepares from scratch. For example, children devour their lunch of cabbage soup, meatballs, pasta and salad.
- The childminder is kind and welcoming, and she promotes equality well. She encourages children to learn about each other's backgrounds. She teaches children about faiths and cultures that are different to their own. For example, children dress up as they explore Chinese New Year. They create rangoli patterns and explore light during Diwali.
- The childminder ensures that suitability checks for her assistants are in place and that they are trained in paediatric first aid and safeguarding. However, the childminder has not established precisely focused professional development to help keep herself, and her assistants, up to date with changes in childcare practice and raise skills and knowledge to the highest levels.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training about safeguarding. She provides her assistants with regular updates and information about safeguarding issues. The childminder and her assistants know the possible indicators that a child is being abused. They know what to do should they have any concerns about a child's welfare. The childminder has a good understanding of wider safeguarding issues. She knows what to do should she receive an allegation of abuse. She knows the risks to children of being exposed to extremist views and behaviours.

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

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

- enhance opportunities for children to play and learn outdoors each day
- seek further ways to focus professional development opportunities on enhancing teaching skills and knowledge to an expert level, keeping up to date with changes that affect childcare.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY427358                                                                          |
| <b>Local authority</b>                             | Norfolk                                                                           |
| <b>Inspection number</b>                           | 10074777                                                                          |
| <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> | 3 to 4                                                                            |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | 11 January 2016                                                                   |

## Information about this early years setting

The childminder registered in 2011. She operates each weekday from 7am until 6pm all year round, except for bank holidays and family holidays. The childminder works regularly with an assistant each day. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Gail Warnes

### Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the provider. This has included the effect these measures have had on the current attendance of the children and staffing arrangements.
- The inspector viewed the areas used for childminding purposes with the childminder and discussed how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was discussed by the inspector and the childminder.
- The inspector spoke to children, the childminder and her assistant at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living and working in the household.

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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