

Childminder report

Inspection date: 18 July 2023

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

The provision is good

Children are happy and keen to explore. The childminder places high priority on supporting children's communication development. She understands how children who speak English as an additional language typically acquire language. The childminder successfully supports children's progress in their home languages as well as building a good vocabulary in English. She purposely chooses books that reflect children's individual interests and stage of development. The childminder ensures children have plenty of opportunities to hear the same stories, because she knows repetition helps children embed new knowledge.

Children benefit greatly from the childminder's carefully planned routines. This helps them to know what to expect each day that they attend. Children build good levels of confidence and settle well, quickly forming strong bonds with the childminder and her assistant. Children receive lots of encouragement to do things for themselves. The consistency of the daily routine provides them with lots of opportunities to practise new skills. Children soon become accomplished in putting on their coats and shoes, using cutlery and mastering toileting routines and learn the importance of washing their hands regularly.

The childminder provides children with clear and consistent boundaries that help them learn to share, take turns and behave towards each other with kindness and respect. Children are eager to learn and gain the key skills they need to support the eventual move to school.

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

- The experienced and qualified childminder has a strong understanding of typical child development. She has established a clear curriculum that helps children build on what they know and can do over time, to help prepare them for the move to school. This is carefully shared with her co-childminder and assistant to ensure children receive consistency in their learning.
- The childminder has not notified Ofsted of a significant event, as required. However, the impact for children is minimal. The childminder is very reflective in her practice and now understands what must be notified to Ofsted.
- Parents are extremely positive about the childminder. They state that they feel well informed about their child's progress in learning and how they can support ongoing learning at home. Parents say that they notice the progress their children make, particularly in self-confidence, communication and independence. Parents highly value the childminder and add that their children are happy, safe and well cared for.
- The childminder and her assistant know the children very well. They join in with children's play and assess what each child needs to learn next. The childminder

provides children with opportunities in play to practise new skills. Children engage in a wide variety of activities, both inside and outside, that help them build muscle control and hand-to-eye coordination. This also helps them to develop a good pencil grip ready for learning to write when they move to school.

- The childminder teaches children about how to care for their bodies and develop healthy lifestyles. Children learn how to grow fruit and vegetables and harvest them to eat. The childminder provides nutritious snacks and meals that children thoroughly enjoy. She ensures children learn about the importance of rest as well as the need for more vigorous movement.
- Building on children's interests to motivate learning is key to the childminder's planning. For instance, through children's interest in the natural world, the childminder teaches children respect and kindness to all creatures. When children find worms, spiders and ladybirds, they carefully handle them to show their friends. They consider the insect's natural habitat and replace them safely. Children know that all insects have a purpose and learn how, for example, that bees make honey.
- As well as building large-muscle strength, children learn to solve problems and test out their ideas when using a hand water pump. When water does not flow from the pump, the childminder's assistant explains how the pump works and asks children questions that help them think about what they may need to make it work again. Children try out their ideas, smiling broadly and cheering when they are successful.
- The childminder ensures that required training, such as safeguarding and paediatric first aid, for herself and her assistant is completed and refreshed in a timely manner. However, the childminder does not target her professional development precisely to help her raise the quality of teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training about safeguarding and child protection. She receives regular updates and shares information with her assistant to ensure their knowledge is updated. The childminder and her assistant know the possible signs and indicators of abuse and neglect. They know what to do should they have any concerns about a child's welfare or an adult working with children. The childminder makes good use of professional contacts in the area to identify local risks to children and their families. She shares this information with parents to help appraise them of possible risks to children.

What does the setting need to do to improve?

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

- seek further ways to focus professional development opportunities on developing a deeper knowledge and understanding of teaching and learning.

Setting details

Unique reference number	EY433259
Local authority	Norfolk
Inspection number	10302801
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 9
Total number of places	12
Number of children on roll	14
Date of previous inspection	7 March 2019

Information about this early years setting

The childminder registered in 2011 and lives in Kings Lynn, Norfolk. She operates from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays, during school term time only. The childminder holds an appropriate qualification at level 3. She works with a co-childminder and an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gail Warnes

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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of 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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