

Childminder report

Inspection date: 18 July 2023

Overall effectiveness	Good
------------------------------	-------------

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

Children are happy and well settled in the childminder's care. They show that they feel safe and secure as they talk confidently with their friends and adults. The childminder establishes a good routine that helps children build good levels of self-esteem, as they know what to expect when they attend each day.

Children behave well. The childminder works closely with his co-childminder to provide children with consistency in behavioural expectations. They have high expectations for children, and they act as good role models. Children show respect towards each other, the childminders and their home. The childminder knows children very well and plans effectively with his co-childminder to help children learn and develop positive attitudes to learning.

Children build strong communication skills. The childminder places a strong emphasis on communication and language, helping children build a good vocabulary in English and their home language. Children enthusiastically join in with play and eagerly share what they know with the childminder. They enjoy listening to stories and looking at books. The childminder purposely chooses books that reflect children's individual interests and stage of development. He ensures children have plenty of opportunities to hear the same stories, because he knows repetition helps children embed new knowledge.

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

- Working closely with his co-childminder, the childminder plans effectively to help children develop their knowledge and skills over time. He has a clear understanding of typical child development and checks children's progress in achieving typical milestones. He identifies what each child needs to learn next and, using children's interests, develops ways that help children make good progress in their learning. Over time, children build the key skills and knowledge they need to be ready for the move to school and for life in modern Britain.
- 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 his practice and now understands what must be notified to Ofsted.
- Parents are very positive about the childminder. They state that communication is very strong, as they receive regular updates and information about their child's progress in learning and what they can do to help ongoing learning at home. Parents comment that their children are well cared for, respected and thrive in the clean and friendly environment that the childminder provides.
- The childminder helps children to develop independence in their self-care. Children learn from the start to put on their coats and shoes and to use cutlery. They receive lots of encouragement when they learn how to manage their

intimate care routines.

- The childminder ensures that children have regular opportunities to learn about how their bodies work. The childminder provides children with nutritious meals and snacks. Children learn what plants need to grow as they nurture vegetable and fruit seedlings. They delight when they discover that the tomatoes they have planted are starting to bear red fruit.
- Children have plenty of space, inside and outside, to move. They build good muscle control that helps to develop the muscles for writing when they go to school. They twirl scarves as they dance, dig soil, climb steps on the climbing frame and run and kick footballs with increasing accuracy.
- The childminder encourages children to work things out for themselves. He shows children how the manual water pump operates, explaining how water is drawn from the reservoir when they pump the handle. When children's efforts to pump water are not successful, he asks questions that help them to identify what they need to do. They fill up buckets with water from the outdoor tap and refill the reservoir. Children try out their ideas and beam widely when they successfully find the solution to the problem.
- The childminder ensures that required training, such as safeguarding and paediatric first aid, is completed and refreshed in a timely manner. However, the childminder does not target his professional development precisely to help him 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. He identifies possible signs of child abuse and neglect. The childminder knows what to do should he have any concerns about a child's welfare. He knows the process to follow should he receive an allegation of abuse or be worried about other adults working with children. The childminder understands the risks to children of being exposed to extremist ideas and how to raise any concerns with the relevant agencies.

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	EY433271
Local authority	Norfolk
Inspection number	10302803
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. He operates from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays, during school term time only. The childminder works with a co-childminder and an assistant. He 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023