

Childminder report

Inspection date: 12 March 2020

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children benefit from highly organised and consistent routines that maximise the amount of time they have for learning. Children develop their imagination as they play and explore indoors and outside at the childminder's home. They also regularly spend time at the home of one of his co-childminders, which provides an equally stimulating and enticing environment.

Children have excellent play and learning activities. This gives them outstanding opportunities to gain the skills they need, ready for the next stages of their education. Children's speaking and listening skills develop remarkably well as they join in with singing, share stories and chat about their play. Children learn and use an extensive range of words. Following examples by the adults who care for them, they show each other very high levels of respect.

Children are physically active throughout their day. They ride on tricycles and toy cars as they negotiate spaces between them. Play road signs and cones enhance the challenge of the activity. Children learn to stay in the designated area with their wheeled toys and this helps ensure the safety of others.

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

- The highly qualified childminder uses his comprehensive knowledge and skills to provide expert support for children. He sits with them as they play and shows a keen interest in what fascinates them. The childminder asks children clearly phrased questions that encourage them to discuss their thoughts and expand their ideas. For example, as they draw pictures using chalk on paving stones, children build a story. They become engrossed in the activity for long periods. Children have plentiful opportunities to revisit and expand their learning. This fosters their imagination exceptionally well.
- Together with his co-childminders, the childminder frequently reflects on the service and the education they provide. He identifies ways to continuously improve. The childminder uses his new knowledge gained from a wide array of training with his co-childminders. They work tirelessly to make subtle alterations to practice. This helps them to achieve the highest standards of care and teaching.
- The childminder places the highest priority on helping children to learn how to keep themselves and others safe. Regular visits within the local community help to develop children's understanding of the world and their sense of belonging. For example, children often visit the local fire station to learn about how firefighters help others. The childminder ensures that the home environment is maintained in excellent order. Health and hygiene procedures, such as frequent handwashing, help to maintain high standards and reduce the risk of cross-

infection.

- Younger children and babies like to sit closely to the attentive childminder. For example, at a group song time, he encourages the youngest children with actions by helping them to move and copy. The childminder role models lying down and pretending to be a sleeping animal. This increases younger children's understanding and encourages them to join in happily alongside other children.
- The childminder shares his detailed assessments and observations of children's learning with parents. He keeps them fully informed and involved at every opportunity. Parents are extremely complimentary about the exceptionally friendly and positive atmosphere that the childminder creates. Parents appreciate the values that the children learn when they are with the childminder, particularly their extremely positive behaviour.
- The childminder routinely challenges stereotypes. He carefully considers what it is that children need to understand and thinks of novel and interesting ways to help children learn to be tolerant and respectful of others.
- Children have excellent opportunities to be physically active. The childminder encourages children to take part in daily walks, exploring the environment and being active in the garden. Outings to local parks and forests further build children's opportunities to become stronger as they benefit from regular movement and exercise. Nutritionally balanced, home-cooked meals further promote children's health.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a full knowledge of how to safeguard children. He regularly updates his knowledge and develops his practice. He is vigilant to any changes in the well-being of children. The childminder regularly reviews his safeguarding policy to ensure that it reflects relevant changes. He understands what to do if he has a concern about a child or if there is a concern about an adult working with the children. The childminder considers how to keep children safe when using technology, such as social media, and he includes these elements in his safeguarding policy.

Setting details

Unique reference number	EY438501
Local authority	Norfolk
Inspection number	10113193
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 11
Total number of places	6
Number of children on roll	20
Date of previous inspection	18 April 2016

Information about this early years setting

The childminder registered in 2011 and lives in Reepham, Norfolk. He operates his service all year round. During term time, the childminder's service is open from 7.30am until 5.30pm on Monday, Wednesday and Thursday, and on Tuesday and Friday from 7.30am until 4pm. During the school holidays, the childminder's service opens from 7.30am until 5.30pm on Monday, Wednesday and Thursday. The service closes on bank holidays and family holidays. The childminder holds early years professional status. He works with his wife and another childminder as co-childminders. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Hipperson

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 childminder. This has included the effect these measures have had on the current attendance of the children and staffing arrangements.
- The inspector observed the quality of interactions between the childminder, co-childminders and children, and evaluated the impact that these have on children's learning and development.
- The inspector discussed the educational programmes that the childminder provides for children and how this supports their learning and development.
- The inspector looked at evidence of the suitability of the childminder, co-childminder and household members at both of the registered addresses. First-aid training certificates were viewed.
- The inspector held joint discussions with the childminder and co-childminders. She also spoke with children at appropriate times during the inspection.
- The inspector reviewed written feedback from parents and considered their views about the setting.

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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