

Childminder report

Inspection date: 22 July 2022

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 readily select from the range of toys and resources available to them. The quality of teaching is good overall, and children enjoy adults' interactions in their play. The childminder and her assistant are led by what the children want to do and readily change activities in response to children's interests. They extend activities to ensure that all children are included. For example, when a child shows interest in the stored wooden balance logs, the childminder encourages the children to work together to create an obstacle course. Children are supported to use the equipment at their own level. They enjoy playing outdoors and are encouraged to take managed risks.

Children develop good relationships with the childminder and her assistant. They are confident and independent in this welcoming childminding setting. Children are happy and settled. Overall, they behave well and play harmoniously together. For instance, when children are 'building' with bricks, they cooperate as they fetch buckets of water. They make mud, to use as cement to build towers with the bricks. Children chat to the childminder and her assistant as they work. Adults introduce new vocabulary, such as 'cement'. Children readily tell the childminder that the mud is 'sticky'.

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

- The childminder knows the children well. She talks confidently about where they are in their learning and what she needs to do next to support their continuing progress. However, older children are not always supported well enough to remain interested in activities. Some activities are not challenging enough to keep them engaged and build on what they already know.
- Children are confident communicators. The childminder and her assistant promote children's developing speech and language well. The childminder provides a running commentary about what children are doing, introduces new vocabulary and encourages children to repeat back words.
- Children show an interest in making marks on paper and give meaning to those marks. Some older children attempt to write their first name. However, the childminder does not always pronounce initial sounds accurately when supporting children's developing awareness of naming and sounding the letters of the alphabet.
- Children respond well to the childminder's high expectations. She has completed training in managing children's behaviour. The childminder reminds children of the consistent rules, such as sharing and taking turns. She helps children to understand their own feelings and those of others. Children are pleased and smile when the childminder praises their individual efforts. They enjoy snuggling in for hugs.

- Children develop a good level of independence and the key skills needed to be ready for the next stage in their learning, such as moving on to school. They manage their own personal hygiene needs, relevant to their age and stage of development. Children are helped to learn about the importance of good hygiene. They understand why they wash their hands after toileting and before eating. Children are reminded to drink and stay hydrated.
- Parents appreciate the good levels of communication between them, the childminder and her assistant. They describe this as 'brilliant' and say that the service is 'absolutely perfect'. Parents feel secure in the knowledge that their children are 'happy and comfortable', describing the setting as 'home from home'. They value the support and advice they are given regarding child-rearing practices, such as potty training.
- The childminder reflects on the quality of her provision. She has taken steps to improve where she identifies areas for improvement. For example, she has developed her garden to help ensure that those children who learn best from being outside can do so. The childminder supervises the work of her assistant. She shares what she has learned through her own training with him. This helps to improve the practice of both of them, to the benefit of the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are committed to protecting the welfare of children. They keep up to date with safeguarding training, to ensure that their knowledge is current. They have a good awareness of the indicators of abuse and know how to report concerns in a timely way. The childminder and her assistant are mindful of being alert to changes in children's home lives and understand how to support vulnerable families. They actively support children's safety throughout the day.

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 consistently providing activities that offer children sufficient challenge and fully support their developing problem-solving skills
- make the most of opportunities to help children learn to hear and say the initial sounds in words correctly, to fully promote their early reading and writing skills.

Setting details

Unique reference number	EY446965
Local authority	Norfolk
Inspection number	10231832
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 4
Total number of places	12
Number of children on roll	12
Date of previous inspection	20 September 2016

Information about this early years setting

The childminder registered in 2012 and lives in Norfolk. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with her husband, who is her assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jacqui Mason

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 setting.
- The childminder and the inspector held a discussion to help the inspector understand how the early years curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning
- The inspector spoke with the childminder and her assistant at appropriate times throughout the inspection. She observed an activity and jointly evaluated this with the childminder.
- The inspector checked evidence of the suitability of all household members and the qualifications of the childminder and her assistant.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the setting with the inspector, through written testimonials.

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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