

Childminder report

Inspection date: 10 November 2022

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 in this warm and welcoming setting. They have built close relationships with the childminder and play with a wide range of resources both inside and outside. The childminder has high expectations for children's behaviour. She praises them for their accomplishments and supports them to understand their feelings and emotions. Children use good manners throughout the inspection, saying 'please' and 'thank you' effortlessly. From a young age, children learn how to care for animals and how to be gentle around them. This supports them to learn about the needs of others, as they listen to the childminder and softly stroke the dog.

Children demonstrate a positive attitude and enjoy learning. The childminder provides a challenging and exciting environment for children to develop and grow in. For instance, children race cars down the hill in the garden and predict which car will go the fastest. Children have developed a love for books and reading. They eagerly find their favourite stories and sit alongside the childminder, who reads with enthusiasm and captures the children's interest. Children can complete endings to stories and shout out familiar phrases with excitement. This helps them to build on their communication and language development and their early literacy skills.

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

- The childminder effectively supports children's communication and language development. She frequently repeats sentences and introduces new words, which children begin to use when they play independently. For instance, the childminder encourages children to 'squish' and 'mould' play dough, as they learn how to make shapes. This helps to build on their vocabulary and speech.
- Parents speak with great fondness about the childminder. They comment that she is caring and professional and goes above and beyond what is expected of her. Parents are impressed with the progress that their children make, and that the childminder ensures that they are meeting their developmental milestones. They feel that their children are prepared well for their next stage in education.
- The childminder has clear intentions for her curriculum and what she wants children to achieve while attending. She knows the children well, which enables her to meet their individual learning needs. However, she does not gather information from parents about children's starting points. Therefore, she does not yet support children in what they already know and can do to help them make rapid progress.
- The childminder promotes children's mathematical development. For example, children make shapes with play dough and count how many sides each shape has. This supports their understanding of early mathematical concepts.

- Children are growing increasingly independent. They put on their shoes and coats, wash their hands before mealtimes and tidy away their toys throughout the day. Children are taught how to keep themselves safe and take manageable risks. For instance, children learn to cut their own fruit at snack and handle the knife with care. They then pass the knife back to the childminder when they have finished.
- Children are provided with homemade, nutritious meals. They enjoy their food, demonstrating a positive attitude to healthy eating. The childminder ensures children are physically active each day. They go on local outings and have access to her well-resourced garden. The childminder teaches children about good oral health through well thought out activities. For instance, children role play dentists and clean 'germs' off the pretend teeth.
- The childminder has effective documents to track children's development. She completes assessments to highlight where children are in their learning and shares this with parents. That said, the childminder does not yet have a clear plan in place for sharing information about children's development with the schools children will attend. This does not support children to have a smooth transition when starting school.
- The childminder evaluates her practice and her setting's needs effectively. She completes training to improve and increase her skills. For instance, she is currently completing a children's mental health course to help her to effectively support children's emotional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role and responsibility to protect the children in her care. She can identify signs and symptoms which indicate a child may be at risk of abuse. The childminder knows the local procedure to report an allegation that may be made against herself or a member of her household. She makes sure her child protection training is kept up to date to support the safety and welfare of the children. The childminder makes visual risk assessments, and supervises children closely to keep them safe in her home and when they go on outings.

What does the setting need to do to improve?

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

- obtain detailed information from parents about children's starting points to ensure a consistent two-way flow of information and help build on what children already know and can do
- develop links with all of the schools that children attend, to help them make a smooth transition and enhance continuity in their learning.

Setting details

Unique reference number	EY449077
Local authority	Norfolk
Inspection number	10235846
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 12
Total number of places	6
Number of children on roll	10
Date of previous inspection	20 January 2017

Information about this early years setting

The childminder registered in 2012 and lives in Sporle, Norfolk. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laura Redmond

Inspection activities

- This was the first routine inspection that the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the setting.
- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector looked at relevant documentation.
- Children spoke to the inspector about what they enjoy doing while at the setting.
- The inspector observed the quality of education that is provided indoors and outdoors, and assessed the impact on children's learning.
- The inspector took account of the views of parents.

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 2022