

Childminder report

Inspection date: 12 October 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 arrive with excitement and are eager to explore the well-planned environment. They confidently make choices about what they play with and demonstrate a clear understanding of routines and behaviour expectations. As a result, they are motivated to learn and join in with activities. Children are confident in social situations, successfully sharing and taking turns during their play in the role-play shop.

Children have access to a wide variety of books, and the childminder frequently shares stories, encouraging a love for books. Children are supported with their communication and language extremely well. The childminder provides a language-rich environment where children join in with spontaneous singing of familiar songs and rhymes such as 'Five little ducks'. The childminder is very skilful in her interactions as she models conversations well, introducing new language and extending children's learning with the use of open-ended questions. As a result, children make good progress in this area from their starting points.

Children have fantastic opportunities to gain an awareness of nature and the world they live in. They participate in first-hand experiences both in the childminder's home and in the community. For example, children have opportunities to ride on the bus to visit the local park, where they complete a treasure hunt to spot the signs of autumn. They also attend a 'Mish Mash' group where they take part in forest schools and large-scale messy play activities.

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

- Since the last inspection, the childminder has updated her professional development to review the provision she offers. She has recently attended an early years curriculum course, which she has used to review the educational experiences she provides based on children's interests. The childminder reflects on her practice and has plans for future training and development.
- The childminder is kind and gentle in her approach as she promotes positive behaviour. Children have a clear understanding of behaviour expectations, and the childminder supports children to manage their emotions and recognise those of others through stories and play.
- The childminder knows the children well and talks confidently about them. She has a good understanding of where they are with their learning and what she needs to provide next to build on what they already know. She draws on children's previous experiences and prior knowledge about going to the shops as she guides their play in the role play shop. She introduces new language and extends discussions by using open-ended questions, and provides opportunities to develop counting skills as children pretend to be the shop keeper.

- The childminder supports children to develop their physical skills both indoors and outside. She provides a variety of opportunities for children to develop early writing and mark-making skills. For example, children freely access resources to create treasure maps, and older children are starting to form letters in their names.
- Children are supported to solve their own problems and test out their ideas as they fill and empty different sized containers with water and experiment with floating objects. However, occasionally, the childminder does not make the most of opportunities to provide high levels of challenge to fully extend children's learning.
- Partnerships with parents are strong. Parents are very complimentary about the service the childminder provides. They particularly like the opportunities children have to learn about the natural world. However, partnerships with other educational settings the children attend are not yet robust enough. This means some information is not shared to ensure continuity of children's care and education.
- The childminder is responsive to children's care needs and promotes independence from a young age. Children are encouraged to clean their own hands and follow instructions to put on their own shoes and coats to go outside. Older children support those younger than them to find their belongings. At mealtimes, children are reminded of table manners and gentle reminders of 'please' and 'thank you' are used throughout play and routines. Children use a mirror when they have finished their snack to check their faces are clean.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully aware of her duty to safeguard children. She confidently talks about the referral process to raise concerns about a child's welfare to relevant agencies. The childminder attends training to strengthen her knowledge of wider safeguarding concerns, such as domestic violence and 'Prevent' duty, and the support available to families. She completes risk assessments of activities and outings so that children are safe.

What does the setting need to do to improve?

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

- build on links already made with other educational providers the children attend, to ensure good continuity in children's care and education
- use more opportunities to provide high levels of challenge to fully extend children's learning.

Setting details

Unique reference number	EY456808
Local authority	Norfolk
Inspection number	10236034
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	10 January 2017

Information about this early years setting

The childminder registered in 2013 and lives in Norwich. She operates from 9.15am to 5.15pm, Monday to Wednesday, all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Chrystal Buck

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 discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- 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 inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke to the inspector during the inspection.

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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