

Childminder report

Inspection date: 13 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 are happy and settled in the care of this friendly and loving childminder. They are motivated to play, learn and make good progress. Children develop the key skills needed to be ready for school and have a positive attitude to learning. The childminder is actively engaged in their play and is careful to ensure that all children are fully included. Children eagerly seek her out to share their experiences. They have close emotional bonds to the childminder and readily go to her for reassurance. The childminder provides hugs and cuddles to comfort them.

Children are confident communicators. They enjoy their chats with the childminder. She introduces new vocabulary, such as telling children the word 'empty' when they have removed all the contents from a wicker basket. The childminder repeats back what children have said and models taking turns in conversation. Children are encouraged to consider the needs and feeling of others, share and take turns. They are reminded about the need to use 'please' and 'thank you'. Children respond well to the childminder's high expectations. They grin with delight as she gives them a 'high five' for their efforts. Children learn about the importance of good hygiene and manage their self-care skills, appropriate to their age and stage of development.

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

- The childminder knows the children well and plans for the next steps in their learning. She provides activities that support children's curiosity to explore and investigate. Children lead their own play. For example, they explore autumn leaves, conkers, pumpkins and apples. The childminder encourages them as they move on to experimenting to see which will roll down a plastic chute.
- The childminder supports children's speech and communication skills. However, she sometimes overlooks opportunities to further promote their thinking and build on what they already know. For example, children tell her that a scoop is made of metal. She does not extend on this to encourage them to think and talk about what other items are made of metal or talk about other materials.
- The childminder is a good role model. She is calm and gentle and treats children with positive regard. Children are given clear, age-appropriate boundaries, and the childminder gently reminds them of these throughout the day. She encourages children to work together, for example carrying the pumpkin from one place to another. The childminder gives meaningful praise for their good behaviour and efforts.
- Children confidently use mathematical language as they play. They count independently and they spontaneously use mathematical words, such as sizes and the names of shapes.
- The childminder fosters children's emotional well-being effectively. She provides

a welcoming play and learning environment where children are secure, happy and confident to express themselves. However, the childminder does not have effective partnerships with other early years settings that the children attend. She has not established a comprehensive sharing of information about children's learning and development.

- Children have daily opportunities for exercise and fresh air, helping to promote their good health and physical well-being. The childminder plans outings to help children learn about the natural world, including trips to the farm and beach. Children learn about people and communities beyond their immediate experience.
- The childminder organises her setting well. She maintains mandatory training to ensure that she can meet children's needs. The childminder is committed to providing all children with a good-quality care and learning experience.
- The childminder builds friendly and trusting relationships with parents. She keeps them fully informed about their children's day and encourages them to continue to share what they know about their children. Written testimonials demonstrate the high regard parents have for the childminder. They describe her as 'an amazing childminder' and say that she is attentive to their children's needs. Parents state that their children 'learn new things every day'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains training in child protection, to ensure that she understands any changes to legislation or referral procedures. She is mindful of her responsibility to keep children safe and protect their welfare. The childminder has a good awareness of the indicators of abuse and knows how to report concerns. She is aware of a wide range of safeguarding issues. For example, she understands her responsibility to identify and support children and families who may be at risk of being drawn into extreme behaviours or views.

What does the setting need to do to improve?

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

- strengthen teaching to give children time to think, use talk to connect ideas and build on what they already know
- establish timely partnerships with others who provide care and learning for the children, to promote an effective two-way sharing of information.

Setting details

Unique reference number	EY461056
Local authority	Norfolk
Inspection number	10236139
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	2 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	18 October 2016

Information about this early years setting

The childminder registered in 2013 and lives in Sprowston, Norwich. She operates all year round from 8am to 5.30pm, Monday to Friday, 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
Jacqui Mason

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- 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 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.
- Children spoke to the inspector during the inspection.
- Parents shared their views on 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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