

Childminder report

Inspection date: 6 February 2024

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 enjoy their time with the experienced childminder. They make good progress in their learning and development. The childminder joins in with children's play, helping them to find toys that interest them. She encourages them to invite each other to play and to celebrate their own achievements. This helps to develop children's confidence. The childminder chats to children and listens to what they say. She clearly repeats back to them any mispronounced words to help them to hear the correct pronunciation. The childminder gives clear explanations to children which helps them to develop their understanding of the world and build their skills. For example, she explains why they need to wash and dry their hands. The childminder gives children predictable daily routines so that they can feel safe, settled and secure.

Children play together enthusiastically. The childminder ensures that children have opportunities to socialise with others when she takes children on play dates with other childminders and their minded children. Trips to play areas help children to develop their strength and physical skills such as climbing. Younger children benefit from cuddles and comfort from the childminder. They begin to explore freely knowing that she is there for their reassurance if they need it.

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

- The childminder devises a curriculum based on her assessment of the individual needs of each child. She focuses her attention on key areas, particularly communication and language for the youngest children. Where the childminder identifies gaps in children's learning she works closely with parents to provide extra help and support to help them catch up with their peers quickly. She understands how and when to help parents to seek extra support.
- The childminder places children's safety and well-being at the centre of everything she does. She closely supervises them at all times. The childminder ensures that young children are able to rest, relax and sleep when they are tired. She regularly checks on them to ensure they are safe while they sleep. The childminder refreshes her knowledge about how to safeguard children and ensures that she knows how to follow local procedures to safeguard them if she has concerns.
- Overall, children are engaged in an interesting and broad range of learning opportunities, and they are not easily distracted. However, sometimes the childminder aims her teaching, such as in mathematics, too far above children's level of ability, when they have not yet done the prior learning that they need. This means that as the challenge she is setting them is too high, they lose interest quickly, opting to play with something different of their own choice.
- Children establish friendships as they play together with their peers. The

childminder supports children to take turns and get along well together through helping them to become aware of each other's needs. Children listen carefully to the childminder's polite requests and follow her instructions very well. This leads to a calm and positive learning environment where children know and understand what is expected of them.

- Parents are happy with the care that the childminder gives their children. They feel well informed about their child's day and value how the childminder works with them to support their child's development. Parents report how their children enjoy their time with the childminder. They comment that children enjoy the range of experiences that the childminder provides, such as cooking and learning about the childminder's pets which include rabbits and fish.
- The childminder ensures that she keeps up to date with key changes in the requirements of her registration to ensure that her practice meets them. She does this through online research and speaking with other childminders. However, the childminder's arrangements for professional development do not help her to further develop the quality of teaching that she gives to children. Consequently, she does not achieve strong levels of continuous improvement in her professional knowledge and teaching.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- sequence the curriculum in a way that helps children to make steady and secure progress in their learning by ensuring that they securely understand key concepts before moving on to higher levels of challenge
- focus on strengthening professional development to further improve knowledge and to help raise the good quality of teaching practice even higher.

Setting details

Unique reference number	EY473968
Local authority	Norfolk
Inspection number	10308454
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	4
Date of previous inspection	8 March 2018

Information about this early years setting

The childminder registered in 2014. She operates all year round from 7.30am to 6pm on Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Hipperson

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 discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder showed the inspector the areas of their home that they use for childminding and discussed how they ensure it is safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- Parents shared their views of the childminder's provision with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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