

Childminder report

Inspection date: 10 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 thoroughly enjoy the time that they spend with the childminder. They demonstrate that they feel safe and secure as they confidently engage in the activities she provides. Children are motivated to have a go at new activities as the childminder is an enthusiastic playmate. They learn how to form friendships and play cooperatively together as she teaches them how to share resources and take turns. Children are confident and interested in visitors to the setting. They are keen to share their interests and show off their favourite toys.

Children learn excellent manners and behaviours as these are consistently modelled by the childminder. They learn how to behave in social situations, such as eating their meals at the table. This prepares them for wider social situations and later learning, such as school lunchtimes. Children are highly motivated to speak as the childminder listens carefully to their contributions and naturally extends their vocabulary as they chat together happily. Children benefit from robust settling-in practices and close relationships that the childminder forms with their families. She works with parents to assess children's level of development and gathers important information to ensure that every child makes sustained progress from the start.

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

- The childminder continually evaluates her practice. She takes part in regular training and reviews information bulletins provided by her local authority. The childminder uses the training to reflect on her practice and plan changes. For instance, she has accessed information on effective environments to support the development of her outdoor area.
- Parents report that they are very pleased with their children's progress during their time with the childminder. They comment that she is kind, and takes the time to support them through effective settling-in procedures, which makes them and their children feel confident and secure. Parents value the steps that the childminder takes to involve them in their children's learning, such as sending home books for them to read with their children. Parents are valued partners in their children's learning and development.
- Children benefit from the healthy food that the childminder provides. She encourages them to try new foods and works with parents to expand the range of food their children eat at home. The childminder teaches children good hygiene routines, such as regular handwashing before meals. Children develop the knowledge they need to become healthy citizens.
- Children spend extensive periods of time playing outside in the garden. They run, ride, dig and play with balls. The childminder teaches children how to care for plants, such as growing tomatoes that they can eat. They develop an appreciation of where their food comes from and the living world.

- The childminder naturally uses planned activities to cover many areas of learning. When engaged in a play dough activity, she supports children to discuss how to share out the resources, count, weigh and measure how much they need. The childminder introduces different smells to the play dough and helps children to link them to flavours that they know. As she plays alongside them, she introduces new words, such as 'massive', that children excitedly incorporate into their play.
- Although the childminder has identified that children's self-care and self-regulation are important areas for development, she is not consistent in supporting these. For instance, she does not always give children the time and encouragement that they need to put on their wellington boots, or explain why they need to follow simple rules, when she knows they can do these things. This limits their progress in these areas.
- The childminder has a wide range of books available for the children. However, she does not regularly use these to support and reinforce children's learning. The childminder misses opportunities to read to children, for example when they are being settled for their nap time. This means that children do not always learn that books are a source of information, or that stories can be used to support them to wind down before sleep.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the signs and symptoms that indicate a child might be at risk of harm or neglect. She regularly undertakes safeguarding training, which strengthens her knowledge and confidence. The childminder has a very clear understanding of what she should do if an allegation is made against anyone living in her home. She understands wider safeguarding concerns, such as the risks to children of radicalisation or grooming. The childminder monitors children's attendance and any injuries they sustain at home. She follows these up to check for any concerns about a child in her care.

What does the setting need to do to improve?

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

- improve teaching of children's self-care skills and extend opportunities for children to manage their own good behaviours
- increase opportunities for children to hear stories and use books to support their learning and development.

Setting details

Unique reference number	EY474308
Local authority	Norfolk
Inspection number	10236325
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 14
Total number of places	6
Number of children on roll	9
Date of previous inspection	4 November 2016

Information about this early years setting

The childminder registered in 2014 and lives in Gorleston. She operates from 7am to 6pm on Monday, Tuesday, Thursday and Friday, all year round, except for bank holidays and family holidays. The childminder is registered to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Terrie Simpson

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 showed the inspector around the premises and discussed how she ensures they are safe and suitable.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector through written feedback.
- 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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