

# Childminder report

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Inspection date: 7 June 2022

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settled in this friendly childminding setting. They feel safe and secure, readily going to the childminder for cuddles and to share their play experiences. Children are helped to understand right from wrong and play harmoniously together. They thoroughly enjoy the 'high five' they receive from the childminder for their individual efforts. Children develop a positive attitude to learning. Overall, the childminder supports children's developing speech and language skills well. The childminder is careful to ensure that all children are fully included in the activities and routines of the day.

Children are learning about the natural world. They confidently show others the snails they have found. They watch with interest as the snails slither along the turf of the 'bug garden'. The children have built the foundations of the 'bug garden' with the childminder and they confidently explore how it can be developed further. The childminder pays good attention to ensuring that children access all areas of learning outdoors, as well as inside. She is led by what children want to do and extends activities well. For example, when children draw with chalk on the paving slabs, the childminder wonders what it would be like to use other materials. Children concentrate well as they explore the poster paints, poured directly onto the slabs.

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

- The childminder tailors settling-in procedures to the individual needs of each child and their family. She knows about children's home lives and talks to them about their families, enhancing their sense of belonging. Children learn about the importance of good hygiene. They manage their own personal care, relevant to their age and stage of development.
- Children are familiar with the consistent routine, which promotes their confidence and sense of belonging. For example, they know that before lunch they go for a walk in the local area. Children delight in anticipating, and talking about, the digger that they see on the building site and the cows in the field.
- The childminder knows the children in her care well. She actively engages in the children's play. The childminder supports children's natural instincts to discover and explore effectively, and she is led by what they want to do. She responds positively to their short concentration spans, readily changing activities and moving on to something else. Children develop the key skills needed to be ready for school.
- The childminder chats with the children, modelling conversation and introducing new vocabulary. She counts with children in routine play situations. However, she sometimes overlooks opportunities to further promote children's thinking skills. She does not consistently give children enough time to think, respond to

questions and express their own ideas.

- Children who learn best from being outdoors can do so. In addition, they have daily opportunities for exercise and fresh air, helping to promote their good health and physical well-being. The childminder takes children on daily outings into the local community. Children learn about people and communities beyond their immediate experience.
- The childminder reflects on the quality of her provision and seeks the views of parents and children. She regularly meets up with another childminder and together they take responsibility for keeping up to date with current legislation and good practice guidance. The childminder is well qualified. She regularly completes relevant training courses to further her own professional development to the benefit of the children.
- The childminder has established close links with staff at the local primary school. This helps to ensure that children are fully supported as they prepare for the next stage in their learning, such as moving into the Reception class. However, she does not persevere in her efforts to build an effective two-way flow of information with others who provide care and learning for the children.
- The childminder keeps parents fully informed about their children's day and learning. Written testimonials from parents demonstrate the friendly and trusting relationships she has with them. Parents describe the childminder as 'like family'. They are confident that their children receive 'the best care'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her safeguarding training to ensure that she is aware of the local safeguarding partnership procedures for managing concerns. She is aware of the indicators of abuse and neglect. The childminder knows how to swiftly report any child protection concerns about a child in her care. This helps to ensure that she keeps children safe. The childminder ensures that she is fully aware of children's individual medical needs and has effective procedures in place for managing these.

## What does the setting need to do to improve?

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

- give children time to think, respond to questions and explore their own ideas
- persevere with efforts to promote a two-way sharing of information with others who provide care and learning for the children.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY478154                                                                          |
| <b>Local authority</b>                             | Norfolk                                                                           |
| <b>Inspection number</b>                           | 10231893                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 2                                                                                 |
| <b>Date of previous inspection</b>                 | 7 September 2016                                                                  |

## Information about this early years setting

The childminder registered in 2014 and lives in Norfolk. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She 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 inspector and the childminder held a discussion to understand how the early years curriculum is organised.
- The inspector observed the quality of teaching during activities 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 childminder 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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