

Childminder report

Inspection date: 20 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 develop lovely bonds with the childminder and her assistant. Parents comment that children settle quickly and praise the childminder's reassuring, welcoming manner. Children demonstrate that they feel safe and secure. They approach the childminder and her assistant for cuddles and are eager to share what they are playing with. From a young age, children become familiar with the routines and rules of the setting. For example, toddlers know to store their boots on the shoe rack after splashing in puddles outside. Children are keen singers and delight in the daily song times. They know lots of nursery rhymes and can request their favourites. Babies join in with actions while older children enthusiastically sing entire songs themselves.

Children happily talk about their accomplishments, telling adults how they get changed independently after playing outside in the rain. They explore different ways of using tools and persevere as they figure out how to make them work. The childminder and her assistant speak about children's achievements with pride. They have high expectations for all children, including those with special educational needs and/or disabilities. The childminder works closely with parents and other professionals, such as health visitors, to ensure children's needs are identified and met.

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

- The childminder has a good understanding of each child and their unique needs. She organises her curriculum around the key skills for each age range, as well as individual children's next steps in learning. For instance, she promotes toddler's emerging speech and stretches older children's awareness of more specific skills, such as counting.
- The childminder regularly seeks feedback from parents about their experiences of her service. She and her assistants use this information to evaluate their provision and identify any potential improvements, as well as helping to inform their curriculum plans. She and her main assistant access training to obtain further qualifications, as part of their commitment to personal development.
- Parents praise the 'family environment', including the childminder's pet dog. They appreciate the variety of trips and outings children experience and how supportive the childminder and her assistants are. Parents comment on the range of activities and resources their children enjoy, and how well the 'kind and caring' team keeps them informed about children's progress in learning.
- The childminder and her assistant promote children's kind and polite behaviours. They remind children to say 'please' and 'thank you' during snacktime and to play gently with others. However, the childminder does not consistently maintain a well-organised learning environment. When children finish playing with

resources or toys, they leave them on the floor. At times this means they cannot easily access storage or do not have enough space to play with other items. This does not help children to learn how to take care of toys and resources.

- Children enjoy choosing from a range of fruits at snacktime, and eating healthy, hot meals prepared by the childminder. They know where their water bottles are stored, and they access these independently throughout the day. Children are active and enjoy jumping in puddles in the garden, as well as pushing themselves along on ride-on toys.
- The childminder and her assistant speak clearly and adapt how they communicate to suit individual children's abilities. For instance, they name objects toddlers present to them and repeat the word slowly. They introduce more advanced vocabulary and ideas to older children at appropriate times. Children engage in lots of casual conversations with them throughout the day, talking about their home lives and what they are doing.
- The childminder plans activities with children's interests in mind. She provides lots of opportunities for children to take part in craft activities and responds to the requests children make. She teaches children how to use craft tools, such as scissors and glue sticks, safely and effectively. However, at times the activities are too prescriptive and do not allow children to develop their own ideas. For example, as they make rainbow fish pictures or artworks for display, they complete templates with direction. This means children are not always encouraged to develop their skills in being creative and develop their own ideas freely.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants know the signs that may indicate a child is at risk of harm or radicalisation. They understand how to identify and report concerns, including those about the suitability of adults who work with children. The childminder ensures that she and her assistants keep their knowledge up to date with regularly refreshed training. She follows the appropriate processes to check new assistants' suitability.

What does the setting need to do to improve?

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

- maintain a well-organised learning environment and promote children's understanding of tidying routines, to give them more space to play safely and explore new ideas
- provide more opportunities for children to develop their own creative ideas and expressive art skills.

Setting details

Unique reference number	EY480080
Local authority	Norfolk
Inspection number	10236424
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	0 to 7
Total number of places	12
Number of children on roll	13
Date of previous inspection	19 January 2017

Information about this early years setting

The childminder registered in 2014 and lives in Hellesdon, Norfolk. She works with up to two assistants. She operates from 7.30am to 6pm, Monday to Friday, all year round with the exception of bank and family holidays. The childminder provides funded early education for two, three- and four-year-old children.

Information about this inspection

Inspector

Kate Oakley

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The childminder took the inspector on a 'learning walk' across all areas of the premises to explain how the early years provision and curriculum are organised.
- The inspector observed the quality of interactions during activities, both indoors and outdoors and assessed the impact this has on children's learning.
- The childminder completed a joint evaluation of an activity with the inspector.
- The inspector spoke to the childminder, assistant and children at appropriate times during the inspection. She took account of the views of parents through written feedback provided.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons living and working on the premises.

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

T: 0300 123 1231
Textphone: 0161 618 8524
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