

Childminder report

Inspection date: 23 November 2021

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children share warm, kind and loving relationships with the childminder. They enjoy her company and regularly involve her in their play. Children laugh and smile with the childminder, asking her to play favourite games 'again' and 'again'. This shows that children feel safe and secure in her company. Children behave well. They learn how to share and take turns. Children consider the feelings of their friends and understand the effect their actions have on others.

Children are very content in the childminder's welcoming home. They say goodbye to their parents happily. Parents say that their children cheer when they realise they are on the way to the childminder's house. Since the COVID-19 pandemic, the childminder now invites new children and their parents to join her for 'settling sessions' in the garden. This helps children to get to know the childminder and the other children she cares for, while also providing reassurance for children and parents. Children hear many new words as the childminder helps them to learn the correct names for objects. She provides explanations of what things are or how they work when children encounter something new. Books, songs and rhymes play an important part in children's days. Children sing spontaneously and often choose books to share with the childminder and their friends.

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

- The childminder plans an interesting and varied curriculum for children. She tailors activities to their ages and stages of development. The childminder understands that children's personal development, along with communication skills, are the vital building blocks to support their future learning. The childminder helps children to learn practical life skills, such as managing their own shoes and clothing. Children are well prepared for the next stage in their learning.
- Children thoroughly enjoy looking at favourite books. They listen to the childminder and make links with their home lives and past experiences. Children look with interest at the illustrations in the books and talk about the characters. Sometimes, in her enthusiasm, the childminder asks questions and makes suggestions one after the other. This means that, occasionally, children do not have sufficient time to process information and formulate a response.
- Children know lots of traditional nursery rhymes. They regularly burst into song. The childminder sings along with them and gives them instruments so they can play along.
- The childminder takes children on a range of trips and visits. They regularly attend the zoo, visit the woods and go jumping in puddles. The childminder creates photos of children's favourite trips. They enjoy looking at these, recalling what they did and who they went with. The childminder supports children to

make links in their learning and build on their knowledge.

- Children build strong attachments to the childminder. Her caring and enthusiastic nature helps them to feel reassured and happy in her care. Children show positive attitudes to learning. They particularly enjoy playing in the very well designed outdoor play area. Children enjoy climbing, sliding and exploring the multicoloured sand outdoors.
- Parents are extremely pleased with the childminder's service. They say that she is 'worth her weight in gold'. They appreciate her child-centred approach and continued support. The childminder keeps parents very well informed about their children's progress. She notices gaps in children's learning and discusses these with parents, putting plans in place to help children to catch up.
- The childminder understands how important it is for parents to feel confident to continue children's learning at home. She has created 'story sacks' containing children's favourite stories and props. She encourages parents to borrow these and read with their children at home. The childminder supports parents by attending meetings with them and other professionals.
- The childminder works in close partnership with other settings children attend. For instance, she speaks to staff at the school to find out how they teach early letter formation. This helps her introduce suitable early writing activities for children.
- The childminder has many years of experience of working in childcare. She regularly attends well-targeted training and shares knowledge with other childminders. She identifies areas for improvement based on the needs of the children who attend. The childminder shows that she loves working with the children and has their best interests at heart.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to understand how to keep children safe from harm. She understands the signs and symptoms of abuse, including wider safeguarding concerns. The childminder knows where to seek advice and how to make a referral to the local authority, where required. She knows how to report allegations about adults who work with children. The childminder supervises children closely at all times. She carries out risk assessments to help children to stay safe in the home and on outings. The childminder shares information with parents about how to keep their children safe online.

What does the setting need to do to improve?

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

- give children more time to think, process information and formulate their response.

Setting details

Unique reference number	EY486250
Local authority	Norfolk
Inspection number	10113203
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 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	19 May 2016

Information about this early years setting

The childminder registered in 2015 and lives in Costessey, Norwich. She operates her service from 8am to 5pm, Monday to Thursday, all year round. The childminder offers funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Hyett

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 her evaluation of the setting.
- The childminder spoke to the inspector about what she wants children to learn and the skills she helps them to develop. The childminder showed the inspector around the areas used for childminding.
- The inspector watched the childminder playing with the children and doing activities indoors and outside. The childminder and the inspector evaluated children's learning and development.
- The childminder showed the inspector a range of documents, including evidence of suitability checks and first-aid certificates.
- The inspector obtained parents' views through discussion and written feedback. She spoke to the children at appropriate times.

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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