

# Childminder report

---

Inspection date:

20 September 2019

---

**Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is good

The experienced childminder provides children with an interesting and challenging curriculum. She has a clear idea of what she wants children to know and be able to do before they start nursery or move on to school. The childminder has a detailed understanding of each child's stage of development. She identifies what children need to learn next and ensures that each child benefits from play activities that meet their individual needs. The childminder places a high value on encouraging children to listen to and sing familiar rhymes. She often links songs and rhymes to children's interests and encourages them to join in with the words.

Children show very positive attitudes towards the childminder and each other. The childminder teaches children the social skills they need to be able to share and cooperate with others. This approach is very successful, as children quickly learn to respect their friends and explain to each other that they need to take turns. Children learn how to take appropriate risks under the childminder's watchful eye. For instance, they use small stools to create a walkway and challenge themselves to practise balancing and jumping off.

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

- Children have many opportunities to learn about a range of different cultures. For instance, the childminder helps children to learn about India. She introduces children to a range of books about different countries and helps them to learn new words. Children who speak English as an additional language are well supported to learn English, alongside words from their home languages.
- Partnerships with other settings that children attend are effective. The childminder looks at the different ways in which children learn and makes accurate assessments of what they can do. She passes this information on to children's parents and other settings they attend to promote a joined-up approach to children's learning. Children benefit from a range of experiences which help them to develop many skills they need to prepare them for their futures.
- The childminder keeps her knowledge up to date. She attends childminder briefings with the local authority and regularly meets with other childminders to share ideas. The childminder evaluates the success of activities and identifies areas for ongoing improvement.
- Children enjoy the range of activities on offer. They are able to use their hand-to-eye coordination to grasp small objects with tweezers and practise sorting them into colours. The childminder supports children by helping them to count and name objects and colours. Outdoors, children explore coloured sand and learn how to carefully pour water from one container to another. The majority of activities are carefully organised to meet children's needs. Occasionally, the

childminder provides children with too many resources, which means children sometimes lose concentration on their chosen task.

- Parents speak very highly of the childminder and the vital support she offers for children and their families. They talk about how she provides a warm atmosphere and say how she has the best interests of children at heart. Parents are particularly pleased with the trips and visits the childminder takes children on. For instance, she regularly takes children to visit National Trust sites and local parks, where she helps children to engage in a range of activities to find out about the world around them.
- Children show strong bonds with the childminder. They listen carefully and happily cooperate with her requests. The childminder gives children opportunities to make decisions. For instance, children decide that they wish to eat their snack outdoors on a sunny day. Children are starting to become independent, such as when they keenly help to tidy up. On a few occasions, the childminder misses opportunities to help children to find their own solutions to practical problems.
- The childminder helps children to learn about how to care for animals and how to treat them with respect. Children learn about the childminder's many pets, which include gerbils, rabbits and dogs.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is alert to changes in children's personalities. She works closely with children's families to ensure that she is aware of any changes in the family that may affect a child's emotional well-being. The childminder attends safeguarding training. She understands how to identify and report signs and symptoms that may indicate that a child is at risk of harm. The childminder ensures that her property is kept safe and secure. She makes careful risk assessments of places that she visits with the children to ensure that they can play safely. Children are well supervised at all times.

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

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

- consider how to make the most of the resources available to extend children's concentration and focus for longer periods
- enhance opportunities for children to find their own solutions to practical problems.

## Setting details

<b>Unique reference number</b>	EY337921
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10113028
<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</b>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	24 March 2015

## Information about this early years setting

The childminder registered in 2006 and lives in Martham, Norfolk. She operates all year round from 7am to 7pm, on Monday, Tuesday, Thursday and Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an early years qualification at level 4.

## Information about this inspection

### Inspector

Helen Hyett

### Inspection activities

- The childminder showed the inspector around her premises. Together, they discussed the organisation of the environment and children's learning experiences.
- The inspector observed children engaging in activities indoors and outside. She evaluated the success of these with the childminder.
- The inspector viewed relevant documentation, including evidence of the suitability of the childminder and household members.
- The inspector obtained parents' views through verbal and written feedback.
- The inspector spoke to children at appropriate times during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019