

Childminder report

Inspection date: 5 December 2019

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 are settled, relaxed and happy. They have very strong bonds with the caring childminder who offers calming reassurance and guidance. As a result, children show they feel safe and secure, developing their confidence in new situations. Children enjoy playing with the toys available that are based on their interests. They look carefully at pictures of dinosaurs and recall their names. The childminder helps children to make links in their learning. She reminds children of their past experiences, such as a visit to a natural history museum. Children are well prepared for nursery. They have opportunities to develop their confidence and social awareness before they move on to the next stage in their learning.

Children behave very well and respond to the childminder's reminders and praise. They remember to say 'please' and 'thank you', and develop respect for their environment. Children learn daily routines and respond well. They receive cuddles when they become tired and are able to rest when they need to. Children have many opportunities to develop their skills in the local area. The childminder takes children to drop-in play sessions where they learn to socialise in larger groups and develop their confidence. Children are encouraged to walk to the local park and enjoy seeing the ducks. The childminder uses these local visits to build on what children already know. She helps them to find out more about the world around them.

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

- The childminder has established effective partnerships with parents. Parents speak very highly of the 'nurturing childminder'. They say they are amazed at how much their children 'recall and absorb'. The childminder builds on the learning experiences children have at home and provides detailed communication about children's activities when in her care.
- Children are developing very good communication skills for their young ages. The childminder provides a commentary about what they are doing as they play. Children use words to describe the world around them, noticing when the sun shines through the window onto their hands. They show an awareness of letters and numbers. The childminder reinforces this, modelling letter sounds and introducing children to concepts such as 'one more'.
- The childminder is highly organised, and she manages her setting professionally. She swiftly identifies what children can do and builds on children's skills in an age-appropriate way. The childminder carries out comprehensive checks of children's progress at age two. She discusses their development and achievements with parents. The childminder uses her many years of experience to identify any gaps in children's learning and works with parents to help these to close.

- The childminder provides opportunities for children to learn about the wider world. She continually promotes the values of respect and tolerance. She displays a picture of handprints in rainbow colours, explaining to children about people's differences and similarities. Older children learn about climate change and what they can do to help the environment.
- Children who are new to the childminder's setting are well supported to settle into her care. Children benefit from the childminder's undivided attention and enjoy involving her in their play. They pretend to cook a variety of foods and make 'cups of tea'. The childminder helps children to learn the names of the fruits and vegetables as they play, and she talks to them about what they are doing. On some occasions, the childminder gives children ideas and answers too quickly, rather than encouraging them to think and solve problems themselves.
- The childminder works in close partnership with the local schools and early years settings. She has developed positive working relationships with children's teachers and key persons over many years, using these to share information and promote a consistent approach to children's care and learning.
- Children benefit from hands-on play experiences. Children are cooperative and show positive attitudes to learning. They enjoy finding out what happens when they press buttons on a toy telephone, repeating the activity again and again.
- The childminder carries out research to ensure she stays up to date with early years guidance and changes to local authority procedures. She shares ideas for good practice with other local childminders and is part of an online childminding network. However, her professional development is not as highly focused on ways to enhance her teaching practice to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder works hard to check that children are safe in her care. She carries out comprehensive risk assessments for her home and visits. The childminder has a robust understanding of the signs that children may be at risk from harm. She is knowledgeable about wider safeguarding issues, such as child exploitation and radicalisation. The childminder talks confidently about how she would deal with child protection concerns and has clear procedures in place to seek advice and make referrals where required.

What does the setting need to do to improve?

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

- extend children's thinking skills further, to offer them more opportunities to investigate for themselves and solve problems
- focus professional development on ways to enhance teaching practice to the highest level.

Setting details

Unique reference number	256616
Local authority	Norfolk
Inspection number	10113128
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	14 March 2016

Information about this early years setting

The childminder registered in 1993 and lives in East Dereham, Norfolk. She operates all year round from 7.30am to 6pm, Tuesday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She accepts funding for children aged two, three and four years.

Information about this inspection

Inspector

Helen Hyett

Inspection activities

- The childminder explained to the inspector how she helps children to settle into her care and how she supports children's learning.
- The inspector observed the childminder interacting with the children during activities indoors.
- The inspector and the childminder talked about the activities on offer and evaluated the teaching practice.
- The inspector viewed relevant documentation, such as the safeguarding policy and procedures.
- The inspector viewed written feedback from parents to gain their views. She interacted with 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.

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