

Childminder report

Inspection date: 17 January 2020

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are highly confident and extremely eager to join in. They show excellent social skills as they keenly involve the childminder and other children in their play. Children show deep levels of engagement, persevering at activities for long periods of time. They are inquisitive and astutely make connections in their learning. For instance, they excitedly link their play to a recent visit to a local castle where they dressed up as knights and dropped coins into the well. Children benefit from many educational visits, which the childminder expertly links to their interests. When returning from their visit to the castle, children enjoy stories about a dragon and a princess, helping them to extend their knowledge and understanding.

Children are rapidly gaining strong foundations for their future learning. Pre-school children speak confidently and fluently for their young ages. They use language to describe, question and discuss. Babies continually babble as they play, making their wants and needs clearly known through sounds and gestures. Children are highly cooperative and show wonderful kindness in their actions, ensuring that their younger friends are included in activities. Children are continually learning how to make sensible choices to enable them to stay safe and well. They are highly responsive to the childminder's nurturing guidance, clear explanations and positive encouragement.

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

- The childminder has an in-depth understanding of how children learn. She plans engaging activities that help children to build on previous experiences. This approach helps children to remember concepts and develop new skills. Children imaginatively mould dough by 'pumping' their wooden spoon up and down. The childminder carefully links this back to the time they helped her to pump up a punctured tyre.
- Children settle very quickly in the childminder's care. They show strong, loving bonds with her. Children receive cuddles, sensitive reassurance and high levels of individual attention. The childminder helps children to settle confidently when they first start by visiting them in their own homes to help them to feel comfortable in her care.
- Parents are highly complimentary of the childminder's service. They feel they have 'struck gold' with her. Parents comment that the childminder is 'warm, friendly and totally in control'. They say their children highly benefit from the stimulating environment and vast range of trips.
- The childminder attends training and conferences to expand her teaching expertise. For instance, she attended a conference to listen to an author talk about developing children's early reading skills. From this, she reviewed and enriched her own practice. Children focus intently on the books the childminder

carefully chooses. They deepen their knowledge of repeated words and phrases. The childminder extends their understanding of the text. For example, she takes children to the woods to collect sticks to create their favourite 'stick' character.

- Children show an excellent understanding of the impact of their behaviour on others. They show spontaneous acts of kindness, offering their imaginative food creations for others to enjoy. Pre-school children astutely listen to the childminder as she sensitively explains how younger children may feel. She skilfully supports babies to understand their feelings, using simple words to name their developing emotions.
- The childminder enables children to continually guide and extend their own learning. She observes what children do and offers additional experiences and explanations. She assists children in scenting the pastry they make with ginger and mixed spice. Children show they are continually discovering as they proactively learn how to balance a scale using trial and error.
- The childminder provides first-rate mathematical experiences for children. She introduces a wide range of mathematical language and concepts into children's everyday experiences and play. This means that children are confident in their use of number and are becoming able to solve problems.
- The childminder models tolerance and respect at all times. Children have exciting experiences to build their understanding of the world. They choose books in different languages to read together. Children have fun and giggle as they find out 'Où est Charlie?' in a French version of a favourite English book.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive knowledge of the signs that may indicate a child is at risk from harm. She regularly updates her expertise through refresher training and by attending briefings from the local authority. The childminder has detailed policies and procedures in place to enable her to swiftly refer concerns about children's well-being. She has a detailed understanding of wider safeguarding issues, such as radicalisation and gender-based violence. The childminder astutely risk assesses new places and activities to ensure that she keeps children safe from harm.

Setting details

Unique reference number	256732
Local authority	Norfolk
Inspection number	10112998
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	30 June 2015

Information about this early years setting

The childminder registered in 1992 and lives in Taverham, Norwich. She operates all year round from 7.30am to 5.30pm, Tuesday to Friday, except bank holidays and family holidays. The childminder has a relevant level 4 qualification. She is registered to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Hyett

Inspection activities

- The childminder showed the inspector around her home. She talked about how she plans for children's learning and organises her environment.
- The inspector observed the childminder interacting with the children during activities indoors and outside. She carried out a joint observation of an activity and evaluated this with the childminder.
- The inspector held discussions with the childminder and interacted with the children at appropriate times.
- The inspector looked at relevant documentation, including the safeguarding policy and suitability checks for household members.
- The inspector looked at written feedback from parents to gain their views.

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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