

Childminder report

Inspection date: 13 January 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Met
--	-----

What is it like to attend this early years setting?

The provision is good

The childminder creates a welcoming and homely environment where children feel safe and secure. Children develop a strong bond with the childminder. She gets to know the children well, right from the beginning of the childcare arrangements. The childminder encourages parents to bring their children for settling-in visits before they start. This supports children's sense of belonging. Children ask for food when they feel hungry and know where they can find their personal comforters.

The childminder plans activities that are stimulating and reflect the interests of the children. She knows what children are capable of and supports them effectively. Children demonstrate a positive attitude to learning and make expected progress in their development. They have good levels of self-esteem. The childminder provides encouragement and support as children try hard to push up their sleeves before washing their hands and opening up their yoghurt lids. They persevere until they succeed, and together they celebrate their achievements.

The children listen well and develop early communication skills as they interact happily. Young children respond to simple instructions and make independent choices in their play. Children are friendly and sociable and their behaviour is good.

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

- Children demonstrate appropriate fine motor skills. For example, they use scoops of varying sizes to gather breakfast cereal and pour it into different-sized bowls. The childminder helps children to use mathematical language to describe concepts, such as 'full' and 'empty'.
- Children show interest in shapes and space as they experiment with different puzzle pieces. The childminder supports them to explore the different shapes, to identify which one correctly fits the space. She helps children to move individual pieces around until they fit into the slot. Discussions about the pictures on the puzzle engage children for extended periods.
- The childminder observes children's learning and play regularly. She uses this information to plan for the next stage in their learning. Progress checks, when children are aged between two- and three years old, are carried out, providing parents with limited information on their child's progress. The childminder has plans to improve this system but these plans are not yet embedded.
- The childminder develops children's independence throughout their daily routines. For example, children decide when they would like their snack. The childminder promotes children's understanding of good hygiene procedures. She supports children to wash their hands before mealtimes and after feeding the cat, while explaining about germs.
- The childminder has completed mandatory training. She keeps up to date with

current legislation through personal research and some online training. However, she has not engaged in any more recent professional development to enhance her knowledge and practice to the highest level.

- Children behave well and use good manners. The childminder is a very good role model to children. She gently reminds young children to say 'please' and 'thank you'. She uses a range of techniques to encourage sharing. For example, children are encouraged to bring in special toys from home to share as they play with their friends.
- The childminder supports children's language development well. She reads stories and sings familiar songs and rhymes with the children. She has created a bag with a range of language activities that change weekly. These activities focus on areas of learning that she has identified for children's next steps.
- Children have good opportunities to explore the local environment. They visit the farm during lambing season to gain a better understanding of animals and their habitats. They visit the library to borrow books, which supports their current interests.
- Parents are happy with their children's good-quality care and education. The childminder keeps them well informed about their children's learning, verbally and by using photographs and comments through an online messaging service.
- The children have access to the garden through choice. They help to care for the rabbits and grow vegetables to eat at snack time. Children show good recall as they reflect about when the caterpillars ate their cabbages that they had grown.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in safeguarding children. She is appropriately trained in child protection and paediatric first aid. The childminder has a secure knowledge of wider safeguarding issues, including radicalisation and challenging extreme views. She has a detailed safeguarding policy and knows how to make a referral to the relevant agencies, if required. Essential contact details are readily to hand if she has a concern about a child's welfare.

What does the setting need to do to improve?

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

- embed plans to further improve the information shared with parents and other professionals with regard to children's development and learning.
- build on knowledge gained through continual professional development to extend self-reflection and enhance the provision for children to an even higher level.

Setting details

Unique reference number	259546
Local authority	Norfolk
Inspection number	10124382
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	12
Number of children on roll	7
Date of previous inspection	22 December 2015

Information about this early years setting

The childminder registered in 2000 and lives in Roydon, near Kings Lynn. She offers a childminding service all year round, Monday to Friday from 7am to 7pm, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 6. She is registered to work with an assistant, who also holds a childcare qualification at level 6.

Information about this inspection

Inspector

Lisa Weston

Inspection activities

- The inspector completed a tour of the environment with the childminder and discussed how the early years curriculum is organised.
- The inspector spoke to children and took account of parents' views on the provision through written testimonials.
- The inspector observed the quality of teaching, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder of a specific activity.
- The inspector looked at a sample of relevant documentation, including the childminder's qualifications.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2020