

Childminder report

Inspection date:

24 February 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children like to play and chat with the childminder and show that they have developed a good relationship with her. However, their enjoyment is not fully supported as they cannot always follow their own ideas and interests. For example, when children have finished playing with role-play cooking toys they ask to paint or play with dough. The childminder does not follow their request promptly or support them to start a new and enjoyable activity. As a result, at times, children become bored and disengage from learning.

Children go on daily walks with the childminder. They sometimes go on trips to the local parks. This supports children to benefit from fresh air and exercise. However, their understanding of how to lead active and healthy lifestyles is not well promoted. Overall, children do not have enough opportunities to be physically active indoors and outside. They do not consistently benefit from activities that fully support them to learn how to control their large movements and promote their coordination.

Children learn how to take turns and share together during play. They have some opportunities to develop their confidence. For example, children go on outings to the local shops. This helps them to learn how to engage with new people. Children have some, but not frequent, opportunities to mix with peers of a similar age. This supports them to develop some social skills. Children feel safe when they are with the childminder.

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

- Younger children follow their own interests using the available resources. For example, they make noises by banging objects, and put puzzle-style toys together. However, the childminder does not provide a wide range of activities that encourage children to move freely and with confidence. When children become fidgety in the childminder's home she does not respond to their need to be physically active.
- Essential training, including safeguarding and paediatric first aid, is in place. The childminder completes some suitable further training. This helps her to develop appropriate knowledge and skills. However, the childminder does not fully recognise where she needs to improve the range of activities on offer.
- During play-based activities the childminder misses many opportunities to fully promote children's understanding of how to make healthy choices. For example, during role-play cooking, conversation and activities revolve around cakes and ice creams. The childminder does not give clear messages during conversations with children to support them to learn about making healthy food choices.
- The childminder regularly assesses children's progress. She identifies the skills

and knowledge that children gain over time. The childminder makes some plans to support children to achieve their next steps in learning. She shares her observations with parents and discusses children's development with them. This helps parents to support their children at home. However, the childminder does not work in collaboration with other settings that children attend to ensure a consistent approach to supporting children's ongoing learning.

- Children develop close bonds with the childminder. She gets to know them and their families well. The childminder offers children a settled and familiar relationship. She gives them cuddles when they wish for them. The childminder is particularly skilled at promoting children's independence. She focuses on the self-care skills that they need to be ready for school. Children learn about safety through their play. For example, older children giggle when the childminder pretends that role-play pizza is too hot to touch. They talk about how they can make sure it is safe to eat.
- Children acquire good communication skills. They learn to speak clearly and listen. For example, they talk about the weather with the childminder. Children talk confidently to each other. They benefit from appropriate opportunities to learn new words as the childminder helps them to name items during their play. Children show that they love to read and enjoy stories. The childminder takes them on outings to the local library to further their interest in books. Children learn nursery rhymes. These activities support their speech and language to develop.
- Parents value the service that the childminder offers. They feel well supported by the childminder and their children enjoy their time with her.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the possible indicators of abuse and/or neglect. She has a suitable policy in place to follow if she is concerned about the safety of a child. The childminder supports parents and children where needed to ensure that children's needs are met. She works together with other agencies to safeguard children. The childminder ensures that children are safe and secure in her home and on outings. She has effective procedures in place to deal with emergency situations. This contributes to children's safety when they are with her.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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provide children with well planned and engaging experiences that fully promote their learning and respond to their emerging interests and individual needs	05/06/2020
provide challenging experiences indoors and outside on a regular basis, to enable children to be physically active and to develop their muscles, fitness and skills.	05/06/2020

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

- improve teaching so that children receive clear and consistent messages that support them to make healthy choices around food, exercise and screen time
- strengthen partnerships with other settings that children attend to improve information sharing and to develop joint approaches to supporting their learning.

Setting details

Unique reference number	256329
Local authority	Norfolk
Inspection number	10072710
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	27 July 2016

Information about this early years setting

The childminder registered in 1997 and lives in Martham, Norfolk. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Hipperson

Inspection activities

- The inspector observed activities and the quality of interactions between the childminder and children in the main room used for childminding. The inspector evaluated the impact that these had on children's learning and development.
- The inspector discussed the activities and teaching that the childminder provides for children. This included jointly evaluating an activity chosen by the children.
- The inspector reviewed the childminder's first-aid training certificate. The inspector reviewed information relating to the ongoing suitability of the childminder and household members.
- The inspector spoke with children at appropriate times during the inspection. The inspector evaluated the experiences of children.
- The inspector read a small amount of written feedback from parents and considered their views about the setting.

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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