

Childminder report

Inspection date: 13 March 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	Inadequate
----------------------------------------------	------------

What is it like to attend this early years setting?

The provision is good

Children benefit from improved and purposeful play. They confidently lead their own play and the childminder carefully extends their learning. Children choose and take part in activities that they enjoy. The childminder is responsive to children's changing interests. Children feel safe and are happy and settled. They build close emotional attachments to the childminder, confidently going to her for support with activities and to invite her to share in their play. With the childminder's support, children persevere in activities of their own choosing.

Children behave well, talk about their emotions and are helped to consider the needs of others. They readily use 'please' and 'thank you'. Children respond well to the childminder's high expectations and enjoy her praise for their individual efforts. Their self-esteem is always promoted by the childminder. Children can access activities at their own level. They make good progress from their starting points. Children develop confidence and independence as they build the key skills needed to be ready for school. The childminder gives high priority to supporting children's speech and communication skills. She engages children skilfully, modelling conversation and introducing new vocabulary. Children become confident communicators.

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

- The childminder knows the children well. She talks confidently about where they are in their learning and what they like to do. The childminder provides activities that reflect children's spontaneous interests. For example, when a child starts pouring his drink from his cup to a jug and back again at snack time, the childminder suggests that she fetches a bowl of water for children to explore and experiment with filling and emptying.
- Since her last inspection, the childminder has revised how she implements the educational curriculum. She now thinks about what the children want to do and considers how she can link in what she wants the children to learn. Children enjoy the improved opportunities to lead their own play and learning. They show a positive attitude to learning.
- The childminder is actively engaged in the children's play. Some children find it difficult to focus their attention on a task. The childminder does not always fully consider the varying concentration levels of the children when playing with them or leading activities, such as reading stories.
- Children are developing independence in their self-care. They confidently take themselves to the toilet and wash their hands. The childminder encourages children to help in the preparation of food, such as slicing up fruit and pouring their own drinks. Children talk about what they like to eat and are given choice about what they want to eat.

- Children's mathematical development is supported well. The childminder provides children with bowls of water, jugs, cups, scoops and funnels. She encourages children to count how many cups of water they need to fill a jug. Children hear mathematical language, such as 'full' and 'empty'. The childminder introduces concepts such as 'floating' and 'sinking'. Children find resources, such as small-world cars and construction bricks, and confidently predict if they will sink or float.
- The childminder demonstrates positive partnerships with parents. She keeps them informed about their child's day and learning. Since her last inspection, the childminder has identified ways to encourage parents to continue to share what they know about their children. This is yet to be embedded into her practice in order to build on the partnership working she has established with parents.
- The childminder has worked on building partnerships with others who provide care and learning for the children. She has implemented both verbal and written methods for sharing information. This two-way flow of information helps to ensure children's individual needs are identified and addressed.
- The childminder is committed to the improvement of her setting. Since her last inspection, she has worked with a support worker from the local authority to review and improve her practice. Children receive a good quality of education and are happy and settled.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has started the necessary process with Ofsted to ensure that all those living in the childminding setting undergo suitability checks. These are in the early stages of being completed. The childminder ensures that children are always directly supervised and never left alone with other household members. She has updated her policy for safeguarding children to ensure that it follows the correct processes if she has a concern. The childminder is aware of the possible signs of abuse and neglect, and understands the wider issues surrounding child protection.

What does the setting need to do to improve?

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

- support children to maintain attention, concentrate and sit quietly during appropriate activities
- persevere with efforts to encourage parents to continue to share what they know about their child.

Setting details

Unique reference number	259473
Local authority	Norfolk
Inspection number	10129339
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	14 October 2019

Information about this early years setting

The childminder registered in 2001 and lives in Hingham, Norfolk. She operates all year round from 7.30am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 4. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jacqueline Mason

Inspection activities

- The inspector held a discussion with the childminder to understand how the early years curriculum is organised. She observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed a planned activity and jointly evaluated this with the childminder.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder. She also discussed the childminder's self-evaluation. The inspector discussed children's learning and looked at a selection of policies and other records.
- The inspector took account of written testimonials from parents.

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