

# Childminder report

---

Inspection date: 14 May 2021

---

<b>Overall effectiveness</b>	<b>Outstanding</b>
------------------------------	--------------------

The quality of education	<b>Outstanding</b>
--------------------------	--------------------

Behaviour and attitudes	<b>Outstanding</b>
-------------------------	--------------------

Personal development	<b>Outstanding</b>
----------------------	--------------------

Leadership and management	<b>Outstanding</b>
---------------------------	--------------------

Overall effectiveness at previous inspection	Inadequate
--	------------

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children, some of whom have been attending for several years, blossom in this safe and nurturing learning environment. Through detailed discussion with parents, the childminder learns about each child. She identifies their individual personalities, learning needs and interests. The childminder uses this information, alongside focused observations and precise assessments, to create an inspirational learning environment, both indoors and outdoors. This is carefully tailored to individual children's learning styles and covers all areas of learning. Challenging targets provide children with opportunities to immerse themselves in activities that interest them. They learn so many new skills for the future, with exemplary support from the childminder. They continue to practise and persevere, building their knowledge.

Children problem solve as they successfully follow picture-based instructions to construct toy trucks, using various small parts. They successfully sort coloured items, grouping and counting as they go. With further support from the childminder they manage to add two groups together, using simple addition. Children learn about capacity and volume as they explore how water moves through the water wall. They later use the knowledge they gained about concepts, such as more and less, when they plant and then water sunflower seeds in their own greenhouse.

Children's behaviour is exemplary. Children's individual personalities shine, encouraged by the childminder. They discuss ground rules so that children are clear about expectations. Children have particularly close attachments to the childminder, who offers praise and acts as an excellent role model.

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

- The childminder involves parents fully in their children's development and learning. Parents, many of whom are key workers, are highly appreciative of her and her particular commitment during the Coronavirus pandemic. This has allowed them to continue to work, with complete reassurance that their children are safe and well cared for. They hold the childminder in the highest regard. They say that she is supportive of the whole family and see their children have made significant progress while in her care.
- The childminder participates in a wealth of training initiatives. She is committed to gaining more knowledge and skills, as well as refreshing those she already has. She uses what she learns to evaluate her own practice and to implement lots of ideas for the benefit of those children she cares for, delivering a rich, broad curriculum.
- The childminder teaches children about staying safe. They know how to cross the road safely and they carry and use sharp implements with care. They know

the risks of fire and practise keeping a safe distance from the pretend fire pit that they have created.

- Children show exceptional independence skills. They competently put away activities after they have finished playing with them. Children are learning the concept of left and right as they hold a pen in their right hand stating, 'right for writing'. They continue to embed this knowledge by practising putting their shoes on, while trying to avoid 'banana feet'.
- The childminder uses a wide range of effective strategies to support children's communication and language development. She makes excellent use of signs and pictures to enhance children's understanding, particularly for when children are non-verbal or slower to speak. She speaks with clarity, provides commentary and repeats words that children mispronounce, to support their speech and build their confidence.
- When children choose a story about teeth, the childminder uses intonation and humour to make the story come to life. She enhances this time with delightful props, including a set of teeth and a giant toothbrush, which children excitedly use. Later they read a story about the weather. Again, she uses further props, to maintain their interest, extend their already strong knowledge of our weather system and to stimulate discussion.
- Children, including those who are learning to speak English as an additional language, make exceptional progress and have an extensive range of vocabulary. They use, and understand the meaning of, words such as stethoscope, x-ray, thermometer and diabetes as they play with purpose in the role play veterinary clinic. They remember and recall recent events well, talking with knowledge about when the childminder's dog visited the vets and that it now has insulin injections.
- Opportunities for children to explore literacy are embedded within many activities. They are learning the sounds that some letters make. They know and name many different colours, including metallic shades, and confidently talk about the colour blue being similar to the colour teal.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder is highly committed to keeping children safe. Since the last inspection she has completed further child protection training. Her knowledge is completely secure. Safeguarding policies are robust. The childminder confidently identifies possible indicators of abuse. She knows how to keep children safe, referring to relevant agencies as required.

## Setting details

<b>Unique reference number</b>	EY104177
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10133479
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	2 December 2019

## Information about this early years setting

The childminder registered in 2002 and lives in Thetford. She operates all year round from 5.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

## Information about this inspection

### Inspector

Dawn Pointer

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of teaching during activities indoors and outdoors and discussed with the childminder the impact this has on children's learning.
- The inspector and childminder held a number of discussions. The inspector looked at relevant documentation and evidence of the suitability of the childminder and persons living in the household.
- Children spoke to the inspector about their time with the childminder.
- Parents shared their views of the childminder's setting with the inspector.
- The inspector and childminder toured the childminder's home and discussed how the curriculum is organised.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021