

Childminder report

Inspection date: 6 December 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children look forward to spending time with the childminder. Their excellent behaviour shows that they feel comfortable and safe in her care. Children focus on their self-chosen activities well. For example, they become engrossed in playing with play food in a role play kitchen. Children then invite adults to join in with their play. Younger children look up to older children with awe and fascination. All children learn to play kindly and include each other. They are encouraged by the childminder, who is a very positive role model to them. Children become strong communicators, who know plenty of words and learn new ones every day. Older children spontaneously sing their favourite nursery rhymes as younger children make noises to join in.

Throughout the year, children experience a range of interesting activities that are linked to those celebrations that they and their families enjoy at home. Children go on outings to see other childminders and the children in their care. This helps them to develop their social confidence and to learn how to get along with others. Children have daily opportunities for active physical play. For example, they visit parks and playgrounds to use the large equipment. This helps to develop their strength, coordination and balance.

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

- Children have excellent bonds with the experienced childminder. They say that the childminder is kind, nice and looks after them and that they like her. Parents say how well their children settle and they are satisfied with the care that the childminder provides.
- The childminder achieves continuous improvements. She attends training, which helps her to develop her knowledge and understanding of current good practice. For example, the childminder has attended training to help her understand the needs of children who may have autism.
- The childminder observes children and ensures that they are making good progress in their learning. If a child is showing signs that their development may be falling behind their peers, the childminder supports parents to recognise the need for further support and guidance from other professionals.
- Children learn how to stay healthy. They experience the benefits of plenty of exercise, and they play actively for much of their time. The childminder works with parents to ensure that children received adequate, appropriate nourishment. She guides parents to understand what a healthy lunch box may include.
- Since her previous inspection, the childminder has strengthened her teaching of early mathematics. Consequently, children now become confident at counting. They learn to point to each object in a group and say a number as they touch

each item. The childminder helps them to develop their understanding of shape and measure as she provides sand play, water play and other sensory activities. She encourages children to learn how to empty and fill containers.

- The childminder reads to children every day. This helps to develop their vocabulary and supports them to learn to enjoy books and reading. However, sometimes the books available for children to choose are not age and stage appropriate. When the childminder reads these stories, children lose focus and instead select their own book to look at independently.
- Babies thrive on the individual attention that the childminder gives them. She ensures that she give them eye contact, talks to them directly and engages with them during routines, such as nappy changing. Babies move freely, and practise their walking skills. They also make lots of verbalisations to the childminder and the other children.
- The childminder ensures that children have plentiful opportunities to join in with activities in the local community. She keeps parents up to date with what is going on for children so that parents can access enjoyable and educational experiences with their children. Over time, children become confident and outgoing and they learn to enjoy the company of others. The childminder demonstrates her values of everyone having equal rights and of valuing the differences between people. She helps children to become aware of their own emotions and those of others around them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. She completes training and updates her knowledge about wider issues in safeguarding. The childminder knows the possible signs of abuse and/or neglect. She has a clear policy that she would follow if she had concerns about the safety or well-being of a child. The childminder can explain the actions that she would take if a child was at risk of harm. She identifies that she would share information and work together with other agencies.

What does the setting need to do to improve?

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

- match the books and stories read to children more accurately to their age and stage of development, to enhance their engagement and learning.

Setting details

Unique reference number	256270
Local authority	Norfolk
Inspection number	10216066
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	0 to 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	12 July 2018

Information about this early years setting

The childminder registered in 1996 and lives in Wymondham, Norfolk. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Hipperson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the provision.
- The childminder explained her curriculum for children to the inspector, and the inspector viewed the areas used for childcare.
- The inspector observed the quality of interactions between the childminder and the children and evaluated the impact that these had on children's learning and development.
- The inspector reviewed essential documentation, including the childminder's paediatric first-aid certificate.
- Children spoke to the inspector during the inspection. The inspector evaluated the experiences of children.
- The inspector read written testimonials from parents and considered their views about the childminder's provision.
- The childminder and the inspector carried out a joint evaluation of an educational activity.

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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