

Childminder report

Inspection date: 11 January 2022

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 settle quickly with the childminder. They show they feel safe and secure, as they happily say goodbye to their parents and quickly become involved in activities. Children show close bonds with the childminder and each other. Children of all ages benefit from the exciting range of activities. They develop a deep understanding of the world as they keenly create a wormery, using layers of soil and sand. Children use scissors carefully to open the packets themselves and pour in the coloured sand. Children show awe and wonder as they gently pick up the worms out of the soil they have brought from home. They are intrigued to feel the worms wiggling on their hands and say 'wow'.

Children have many opportunities to express their creativity through art. Every week, they take part in a large-scale 'art attack'. Wearing waterproof suits, children are able to get fully involved in painting. They choose colours to create patterns using paint brushes, spray bottles and cardboard tubes. Even the youngest children fully take part in the activity, showing confidence as they dip their brush into the paint pots and brush paint onto their bare feet. Children work through the National Trust's list of 50 nature activities, to help give them a wide range of experiences before they start school.

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

- The childminder has a detailed understanding of what children need to learn. She regularly and accurately assesses their development. The childminder ensures that she understands what children need to know and be able to do next in each area of learning. She uses this information to plan innovative activities that motivate children to learn.
- Children are curious learners. The childminder finds out what interests them and uses this to plan an engaging curriculum. For instance, she notices that children return from their Christmas holidays interested in the 'Superworm' story. She uses this interest to build on children's knowledge of the natural world. While children look at and hold the worm, the childminder expertly explains which part is the head and which part is called the 'saddle'.
- The childminder introduces children to new learning to enhance their knowledge. For instance, she asks them which music they would like to listen to while painting. Children look at pictures linked to famous composers and decide to listen to music by Tchaikovsky. The music helps to create a calm environment while children paint, aiding their concentration and focus.
- The childminder carefully tailors activities to children's age and stage of development. Younger children explore paint with a paint pot and brush, while older children discover how a spray bottle works. Occasionally, when the childminder introduces children to one adult-led activity after the other, younger

children start to lose concentration.

- Children show impressive levels of independence for their young ages. They competently put on their waterproof suits and remove their socks. They persevere and find a solution to problems that arise. Pre-school children confidently manage their own self-care and toileting. Children of all ages are encouraged to make decisions as they play through pointing or speech.
- The childminder introduces children to dual-language song books and helps them to learn songs in foreign languages. Children learn about festivals from a range of cultures, such as Hanukkah, the Festival of Lights.
- Parents are very appreciative of the childminder's close support and guidance. The childminder has established strong partnerships with the families of children who attend. The childminder and children's parents complete diaries to share children's interests and activities. The childminder gives children interesting activities to complete at home, to extend their learning. For instance, she prepares pictures of garden birds for children to spot and count at home, for the RSPB Big Garden Birdwatch.
- The childminder seeks advice and support from other agencies, such as speech therapists, to secure early help for children's development.
- The experienced and professional childminder is keen to continue to improve her service. She plans many activities to help children develop their knowledge of the outdoor world. At times, the childminder does not secure future training at the earliest opportunity to drive standards to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes training on safeguarding. She understands the signs that may mean that a child is at risk from harm. The childminder has comprehensive safeguarding policies and displays flow charts on the wall, to help her to report concerns to the relevant agencies. The childminder understands the signs that a child may be at risk from extreme views or gender-based violence. The childminder seeks advice and support from the local authority when required, to help her to keep children safe from harm.

What does the setting need to do to improve?

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

- give younger children more time for child-led play between adult-led activities
- secure training courses at the earliest opportunity to help drive standards to the highest level.

Setting details

Unique reference number	256016
Local authority	Norfolk
Inspection number	10217458
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	19 October 2017

Information about this early years setting

The childminder registered in 1996 and lives in Fakenham, Norfolk. She operates all year round from 7am to 6.30pm on Monday, Tuesday, Wednesday, Thursday and Friday. She provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Hyett

Inspection activities

- This was the first routine inspection the childminder 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 setting.
- The childminder spoke to the inspector about what she wants children to learn and the skills she helps them to develop. The inspector viewed the areas used for childminding.
- The inspector watched the childminder playing with the children and doing activities. The childminder and the inspector evaluated children's learning and development.
- The childminder showed the inspector a range of documents, including evidence of suitability checks and first-aid certificates.
- The inspector obtained parents' views through discussion and written feedback. She spoke to the children at appropriate times.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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