

Childminder report

Inspection date:

17 January 2022

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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children join in with activities and play together amicably most of the time. On the occasions that they have difficulty engaging or getting along together, they receive some guidance from the childminder. However, her interactions do not consistently support them to gain strong personal and social skills.

Overall, children enjoy their time with the childminder, and they make some progress. Weaknesses found in the quality of provision overall do not have a significant impact on children's development and well-being.

Children have some interesting learning opportunities through a variety of daily outings. They mix with a wider group of children and have regular visits to farms, soft-play centres, playgroups and outdoor parks. This supports many aspects of their development. Children become independent in their self-care, such as washing their hands.

Within the childminder's home, children benefit from using a dedicated playroom, which is well organised and has toys accessible to children. Older children, in particular, enjoy time spent drawing, playing with small-world toys and playing educational games that the childminder selects to help to develop their vocabulary. The childminder teaches children new words, such as 'icicle' and 'snowman'. She repeats the sounds clearly to help children to try to copy her. Children are confident around other people and talk about their activities.

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

- The childminder and her co-childminder do not routinely work alongside each other. The co-childminder tends to support children for short periods of time when the childminder is not present. While both of them know children well and children have formed bonds with them both, the co-childminder does not have a strong understanding of what to do to support children to achieve their next steps in learning. However, he does join in and contribute to their play. This generally helps to develop children's skills. The co-childminders have not effectively identified some weaknesses in their practice.
- Generally, the childminder does have clear expectations for children's behaviour, which she communicates to them. Occasionally, the strategies she uses to manage younger children's behaviour is not appropriate. For example, some of the language she uses does not encourage children's positive behaviour or attitudes. At times, it has the potential to reinforce gender stereotypes.
- The childminder understands the importance of promoting children's communication and language skills, and delivers some teaching and activities that help children to develop their vocabulary and speaking skills. However, she

does not routinely plan opportunities, when they spend time in her home, to develop their language through books, songs and stories. That said, children do share stories and songs on their outings with other childminders and children.

- Children enjoy observing and learning about nature. The childminder plans outings to natural areas. Children have daily opportunities to leave food out for wild deer that pass at the edge of the childminder's property. They enjoy watching the deer from the window, and talk about what they see.
- The childminder shares her assessments of where children are in their development with parents. She highlights any concerns and she sometimes engages with other professionals. However, the childminder does not consistently share information with the other settings that children attend about their developmental needs. In addition, the childminder does not fully support parents to seek extra support and guidance with their children's learning when it is needed.
- The childminder generally recognises what children enjoy doing and supports them by finding ways for them to follow their interests. For example, the childminder takes children who love to climb on outings to large play equipment. They enjoy this and practise their movement and balancing skills.
- Parents value the outings that children go on. They notice how children benefit from mixing with others and experiences such as regular trips to visitor farms. Parents say that their children are happy to attend, enjoy themselves and have good relationships with the childminder and her co-childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular training to help her know how to recognise signs that children may be experiencing harm. She has a clear policy in place. The childminder is clear that she would follow local safeguarding procedures to ensure that children are protected. She can explain the possible signs of abuse and/or neglect. The childminder works with her co-childminder to ensure the safety of children in her care.

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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develop appropriate strategies for managing children's behaviour that fully support them in their emotional well-being and encourage them to make positive choices, including the use of appropriate language about and towards children	17/04/2022
improve partnership working with other professionals to ensure that children and families receive swift and appropriate help and support where there are concerns about children's development.	17/04/2022

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

- offer children more opportunities to enjoy and benefit from the sharing of books, stories and songs
- develop strategies for reflecting more accurately on practice and the overall experience for children, in partnership with the co-childminder, to identify ways to achieve a higher quality of provision.

Setting details

Unique reference number	257952
Local authority	Norfolk
Inspection number	10113000
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 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	26 September 2014

Information about this early years setting

The childminder registered in 2000. She lives on the outskirts of King's Lynn, Norfolk. The childminding provision is open all year round from 8.30am to 5.30pm, Monday to Friday, 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 provider and has taken that into account in their evaluation of the provider.
- The inspector spoke with the childminder and their co-childminder about their curriculum for the children and the inspector viewed the areas used for childcare.
- The inspector observed the quality of interactions between the childminder, co-childminder and children and evaluated the impact on children's learning and development.
- The inspector reviewed essential documentation, including paediatric first-aid certificates.
- The childminders and the inspector carried out a joint observation and discussed learning activities that children were engaged in.
- The inspector read written testimonials from parents and considered their views about the childminder's provision.

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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E: enquiries@ofsted.gov.uk
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