

# Childminder report

---

Inspection date: 10 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

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

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

Personal development	<b>Good</b>
----------------------	-------------

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

Overall effectiveness at previous inspection	Outstanding
--	-------------

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

### The provision is good

Children have a great time with this conscientious, fun and well-qualified childminder. They arrive at the setting excited to see the childminder and their friends. Children settle swiftly. The childminder uses information gathered from home visits to ensure children feel safe and secure from the start. She uses this valuable information to plan for their individual needs. Children settle immediately to activities that capture their imagination and support their continued development. They become increasingly independent in their learning as they choose from the stimulating range of experiences, indoors and outside.

Children learn to say please and thank you as the childminder consistently models polite manners. They confidently approach visitors and share their ideas. Children make good progress with their speaking and listening skills. The childminder uses a wide range of strategies to encourage children to speak and listen carefully. Children excitedly join in with nursery rhymes and songs that they choose from a story sack. They giggle happily when they are tickled by 'incy wincy spider'. The childminder has clear expectations of children's good behaviours. They learn to be gentle and kind when they help to look after her rabbits and guinea pigs.

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

- The childminder promotes children's independence skills well. They learn to dress and undress themselves and to wash their hands carefully before meals. When they find this tricky, the childminder provides gentle support that encourages them to keep trying. Children learn valuable skills that prepare them for later life, including school.
- The childminder has high expectations for all the children who attend her setting. She works closely with parents and professionals when children need additional support. The childminder successfully supports all children to make good progress, including those who may have special educational needs and/or disabilities.
- Parents praise the dedication and care that the childminder shows to both them and their children. They say they know that their children feel safe and happy. Parents value the work that the childminder does to help them to be full partners in their children's development. She makes regular and accurate assessments of children's progress that are shared with parents. Children are able to build on their learning at home and in the setting.
- The childminder has a sharp focus on supporting all children to become effective communicators. For instance, when children are still learning to speak clearly, she uses their fascination with animals to encourage them to practise their sounds by making animal noises. The childminder responds to all children's attempts to communicate. Consequently, they learn that their thoughts and

opinions are valued. Children develop excellent listening skills. They look for the birds singing in the garden and the planes flying overhead. They consistently build the skills that they need to become effective communicators.

- The childminder incorporates mathematical language into children's play. She counts at every opportunity and children can see the numbers on their toy cars. When children are playing in the sandpit, she introduces concepts, such as over and under. Young children learn the mathematical language that they will need for later learning.
- The childminder has clear expectations of children's good behaviour and she shares strategies with parents to use at home. The childminder teaches children the importance of sharing and taking turns. However, sometimes she does not support children to have an understanding of how their behaviour may have an impact on others.
- Children acquire good physical skills. For instance, they have a range of opportunities to shovel sand and climb in the stimulating outdoor environment. They develop the skills they will need for later writing as they paint with rollers and draw with chalks. Children learn to handle living things with care as they gently guide a ladybird to the safety of a plant. They are well prepared for the next stage of their physical development, including writing.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the signs that a child might be at risk of harm. She is highly alert to any risks to children's safety. The childminder has good knowledge of wider safeguarding issues, such as children being at risk of grooming or radicalisation. She fully understands the local safeguarding partnership procedures. The childminder has a comprehensive safeguarding policy that she shares with parents. Parents say that they have been fully informed about how to raise any concerns about the childminder, including informing Ofsted, should this be necessary.

## What does the setting need to do to improve?

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

- help children to develop a better understanding of how their behaviour may have an impact on others.

## Setting details

<b>Unique reference number</b>	259549
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10113130
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	20 April 2016

## Information about this early years setting

The childminder was registered in 2001 and lives in North Walsham, Norfolk. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Terrie Simpson

### 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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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 2022