

Childminder report

Inspection date: 6 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive at the gate with big smiles and confidently wave 'hello' to their friends. Staff greet children with warmth and they happily go off to explore. They jump with two feet into muddy puddles and steer around obstacles on balance bicycles. Children paint patterns onto stones and make 'cakes' with water and forest bark. They show delight when they turn a puddle into 'lava' by adding green paint. They laugh and squeal as they jump, dance and skip to a song.

Children show enthusiasm for the world around them. The childminder ensures that there are plentiful opportunities for children to learn about plants, insects and animals. They show great interest in digging up potatoes and seeing how many they can find. Children confidently count potatoes and chat about which is the biggest and smallest. They laugh when they see a potato with a hole in it and decide that a dinosaur has 'nibbled' it. The childminder provides regular opportunities for children to visit her nearby allotment. The childminder keeps rabbits and chickens and she provides opportunities for children to look after them. They fill up water bowls and remind each other to 'watch out for the baby chick'.

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

- The childminder's setting is based outdoors and she has carefully thought out how to provide opportunities for children to be physically active. As a result, children develop strong physical skills. They slide down slides, climb, balance and run around the spacious area. Older children throw and kick balls. They cheer when they successfully aim and throw their ball into a large tyre.
- The childminder and her assistant have warm, trusting relationships with children. Children show affection towards them and rush over to share what they have made or found. Staff are caring and attentive, and they attend to children's needs promptly. For example, children are given reassurance when they fall over.
- Children's communication and language skills are well supported. The childminder and her assistant expertly narrate children's play and use open-ended questions to extend children's knowledge and understanding. For example, as children play with cars and ramps, the assistant asks, 'Is this car going to be faster or slower?' This supports children to think critically and test out their ideas. The childminder ensures that there are daily opportunities for stories, songs and games. Children remember parts of a familiar story and take turns in a game of 'guess the animal sound'.
- Children show high levels of curiosity. They ask questions about a real caterpillar they see. Children find magnifying glasses and go off 'to look for clues' of where it might live. Younger children find leaves for the caterpillar to eat. The childminder nurtures this curiosity by producing reference books for children to

identify the caterpillar.

- Partnerships with parents are very strong. Parents say that they feel 'enormously lucky' that their child is looked after by the childminder. The childminder works hard to maintain positive relationships with all families and provides a range of communication via an online platform. She supports families with wider aspects of their children's lives, such as health concerns and transitions to school.
- The childminder is a strong leader, and she supports her assistants effectively. She has robust systems to identify areas for improvement, and she provides regular opportunities for staff to shadow each other's practice. The childminder is proactive in arranging training to improve practice further. She places a high priority on staff's well-being and organises regular social events and rewards. Staff report that they love working with the childminder and feel supported and listened to.
- The childminder and her assistant model good behaviour and they are starting to explain why some behaviours are not acceptable. However, this is not yet embedded. For example, children do not always listen to each other's requests when playing with footballs and they speak over the top of each other during story sessions.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to identify and report concerns regarding the welfare of children or the behaviour of an adult. They show an awareness of wider safeguarding issues, such as female genital mutilation. They carry out thorough checks of all learning spaces and act on any issues in a timely manner. The childminder ensures that her assistants are suitably trained and she uses a range of strategies to 'test' out their knowledge of how to keep children safe. Arrangements for the induction of new staff are effective.

What does the setting need to do to improve?

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

- strengthen consistent expectations to help children to recognise that their behaviour has an impact on others.

Setting details

Unique reference number	EY563307
Local authority	Norfolk
Inspection number	10191336
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 4
Total number of places	10
Number of children on roll	20
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Sculthorpe, near Fakenham. She operates all year round, except for bank holidays and family holidays. On Monday, she operates from 9am to 3pm. On Tuesday, Wednesday and Thursday, she operates from 9am to midday. The childminder holds an appropriate early years qualification at level 6. She works with three assistants. Of these, one holds an appropriate early years qualification at level 6, and one holds a qualification at level 3. One assistant is currently enrolled on an appropriate apprenticeship at level 2. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Oakden

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 talked to the inspector about what she wants children to learn and how the curriculum is planned.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The childminder and the inspector carried out a joint observation together.
- Children talked to the inspector about the activities they were doing.
- The inspector spoke with the childminder's assistant at appropriate times throughout the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector looked at a range of 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.

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