

Childminder report

Inspection date: 5 October 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children demonstrate a good sense of belonging. They are happy and settled in the care of this friendly and welcoming childminder and her assistant. The childminder and her assistant establish caring relationships with the children. They actively support children to feel safe and loved. Children readily go to them for cuddles and confidently seek them out to share their play experiences. Children are developing good relationships with each other. They play well together and cooperate readily. Children are learning how to keep themselves safe. They remind each other about why they should not run indoors. Children make good progress from their starting points and develop the key skills needed to be ready for school.

Children enjoy songs and rhymes. They explore musical instruments and enthusiastically join in with action rhymes. Children confidently predict numbers in rhymes. They call out 'zero' when the last duck in the song does not return. Children play imaginatively based on their own and imagined experiences. For example, they care for the baby dolls. They pretend to feed them, change their imaginary nappies and cuddle them to stop them from 'crying'. When playing with cooked pasta and conkers, children pretend that the conkers are meatballs and 'feed' them to the dolls.

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

- The childminder knows the children well and plans for the next steps in their learning. She adapts activities to ensure that all children can participate at their own level. For example, when children are playing with cooked spaghetti and conkers, younger children explore the textures while older children develop the muscles in their hands as they use the tongs and scoops.
- Overall, the childminder provides a stimulating learning environment. She mostly stores toys and resources to enable children to select for themselves, which promotes their independence and confidence. However, the childminder does not pay sufficient attention to ensuring that children have consistent opportunities to see and use printed materials throughout the day, as part of the development of their early reading skills.
- Children thoroughly enjoy playing outdoors, where there is a good range of resources to support children to be active. However, the childminder does not consider all areas of learning when providing outdoor play. This does not fully support those children who learn best when outdoors.
- The childminder promotes children's developing communication and language skills. She models taking turns in conversation and actively listens to what children have to say. Children become confident communicators.
- Children are given choice about what they would like to do next, which supports them to develop a good attitude to learning. The childminder sets clear, age-

appropriate boundaries for the children and gives meaningful praise for their individual efforts. The childminder and her assistant are good role models.

- The childminder supports children effectively as they move from home to her provision. She tailors settling-in procedures to the individual needs of each child and their family. Children develop good emotional attachments to the childminder and her assistant.
- Children have daily opportunities for exercise and fresh air, which helps to promote their good health and physical well-being. Children are developing independence in managing their own self-care skills. The childminder plans outings in the local community.
- The childminder demonstrates friendly and trusting relationships with parents. She keeps them informed about their children's day. Written testimonials from parents demonstrate the good relationships she has with them. Parents describe the childminder and her assistant as 'amazing' and appreciate that their children are 'loved and treated as their own'.
- The childminder has taken effective steps to address the actions set at the last inspection. For example, she supervises the work of her assistant and supports his professional development. Both the childminder and her assistant maintain mandatory training, including paediatric first aid and safeguarding.
- The childminder takes responsibility for keeping up to date with latest legislation and good practice guidance. She liaises with other childcare professionals, to share good practice, and implements changes to improve the outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of their responsibility to protect the welfare of children. They are aware of the signs and symptoms that a child is being abused or is at risk of abuse. They know what to do if they have a concern about a child. Both the childminder and her assistant have attended child protection training to ensure that they are up to date with any changes to legislation. They have a good knowledge of wider safeguarding issues. They understand the importance of identifying and supporting families who may be at risk from extreme behaviours and views.

What does the setting need to do to improve?

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

- build on the opportunities children have to develop their interest in books and reading materials
- make better use of a range of activities in the outdoor area to promote all areas of learning for children who prefer to learn in the outdoor environment.

Setting details

Unique reference number	256719
Local authority	Norfolk
Inspection number	10212834
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 9
Total number of places	12
Number of children on roll	18
Date of previous inspection	7 October 2021

Information about this early years setting

The childminder registered in 2009 and lives in Wymondham. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with her husband, who is her assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jacqui Mason

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 their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how the early years curriculum is organised.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the inspection. She observed an activity and jointly evaluated this with the childminder.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder and her assistant.
- Children spoke to the inspector during the inspection and discussed what they like to do in the setting.
- Parents shared their views of the setting with the inspector through written testimonials.

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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