

# Childminder report

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Inspection date: 4 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are happy and settled. They develop secure bonds with the childminder and her assistant, and demonstrate that they feel safe in their care. Children confidently move around the childminder's home and garden. They choose what they want to do next and often play collaboratively with their friends. For example, they work together to dig up soil and 'cook' it in the mud kitchen. Children are familiar with the daily routines and recall key rules such as how to cross a road safely. They tell the childminder, 'no cars coming', after remembering to 'look both ways'.

The childminder and her assistant know children well and have high expectations for what they can achieve. From a young age children find their own boots and waterproof clothes. They get dressed and practise doing up their zips and tucking their trousers into their boots. Children develop confidence in their physical skills and enjoy challenges. They practise these skills as they climb wooden ramps up to the treehouse, hop on stepping stones, kick footballs and run 'really really fast' along the field paths nearby. Young children master propelling themselves along on bug-shaped tricycles and older children wait for their turn in a push-along car.

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

- The childminder is well-organised and thoughtful. She works closely with her assistant to evaluate her service and invites regular feedback from parents and children. She gives older children a colourful questionnaire to find out their experiences and plan for school holidays. Young children are helped by their parents to complete the questionnaire and identify their favourite activities, areas and toys. The childminder uses this information to shape her provision and inform her planning.
- The childminder uses her observations and knowledge of children's development to identify their next steps in learning. She uses this to plan resources and activities to promote their progress. The childminder has a good understanding of child development. For example, she understands that sharing is a skill that needs to be practised and supported. The childminder and her assistant help children with turn-taking games and model how to share toys fairly.
- Parents comment on the outdoor play, great communication and healthy menu. They receive updates about children's care and learning through daily diaries. Parents praise the childminder's 'calm and collected' manner, as well as the way she introduces her family dogs to children. Some parents note that this has helped their children overcome a fear of dogs and to feel more confident around animals.
- The childminder takes children on outings and walks in the local area, including fields and woods, soft play and garden centres. Children delight in walking on

'crunchy' dry stalks in the field and listening for the 'splash' and 'plop' sounds of pebbles thrown in to a stream.

- The childminder and her assistant are dedicated to their continual professional development. They seek out short courses and further qualifications to enhance their knowledge and gain new ideas or opportunities to reflect on their provision and teaching approaches.
- The childminder and her assistant give children choices and encourage them to try new things. They give children time to explore their surroundings and resources in an unhurried way. This helps less confident children who prefer to watch others playing with messier resources, such as compost, before trying it themselves later on.
- Children learn to do things for themselves, such as washing their hands and eating their lunch independently. The childminder and her assistant encourage children to tidy toys away after play and to treat the family dogs gently. They praise children's achievements and acknowledge their efforts.
- The childminder and her assistant talk to children throughout the day, asking questions and modelling interesting vocabulary. They describe the texture of materials, use labelling words for quantities and volumes and introduce the names of unfamiliar objects. However, at times they do not provide full explanations, such as why seeds need to be spaced out. They also model slang phrases that do not support children's growing vocabulary and understanding. This sometimes results in confusion and does not help children to use correct language and develop their understanding of key concepts, such as how plants grow.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant know the signs and symptoms that may indicate a child is at risk of harm. They understand how to identify and report concerns. The childminder ensures that they keep their knowledge up to date with regular safeguarding training. The childminder also has procedures in place to keep children safe when accessing online resources or devices. She has a good awareness of wider child protection, issues such as radicalisation and grooming.

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

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

- enhance the teaching to expand children's vocabulary and enrich their understanding and use of language.

## Setting details

<b>Unique reference number</b>	EY457569
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10280506
<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>	0 to 7
<b>Total number of places</b>	12
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	22 August 2017

## Information about this early years setting

The childminder registered in 2013 and lives in Pulham Saint Mary, Norfolk. She operates from 7.30am to 5.30pm, Monday to Friday, all year round with the exception of bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. She works with two assistants, one of whom 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

Kate Oakley

## 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 took the inspector on a 'learning walk' across all areas of the premises to explain how the early years provision and curriculum is organised.
- The inspector observed the quality of interactions during activities indoors and outdoors and assessed the impact this has on children's learning.
- The childminder completed a joint evaluation of an activity with the inspector.
- The inspector held a number of discussions with the childminder, assistant and children at appropriate times during the inspection. She looked at relevant documentation and reviewed evidence of the suitability of all persons living and working on the premises.
- The inspector took account of the views of parents through written feedback provided.

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  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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