

Childminder report

Inspection date: 17 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 very happy and have great fun at this inclusive, caring childminder's home. They settle quickly into their play and demonstrate high levels of engagement. Children show a keen interest in messy play. They spoon flour and soil into water to make 'macaroni'. They strengthen their fingers as they squeeze real oranges into their mixture. Children bring their own knowledge into their play. They use pretend ovens and comment, 'This is baking for an hour.' The childminder extends children's play. She asks, 'What temperature is the oven on at?' She introduces the words 'halves' and 'quarters' as children investigate oranges.

Babies toddle around the spacious garden area confidently. They find watering cans and spades and bang them together excitedly. The childminder interacts warmly with babies, offering clear narration of their play. Babies dip their fingers into water trays. The childminder repeats the words 'splash' and 'bubbles' to extend babies' vocabulary. Older children wash dolls and gently dry them with flannels. Children show kindness to one another. They collect flannels for others to use and help to push dolls on swings. Children know the importance of sharing. As they play with popular toys, they say, 'We need to share turns.'

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

- The childminder captures children's interests and stimulates their curiosity. For example, she helps children to notice wildlife in her garden. Children spot birds flying in and out of bird boxes. The childminder shares out binoculars and says, 'Have a look and see if it is a baby bird.' Children become fascinated by the birds they see.
- The childminder has clear intent for children's learning. She can explain where children are in their learning and what their next steps are. She engages her assistants in regular reflection sessions to evaluate children's learning. As a result, children make good progress from their starting points.
- Children make good progress in their mathematical development. They become engrossed in using digital scales to weigh out flour to make pizza bases. They delight in recognising numbers on digital displays. Children use numbers and counting in their own play. They pretend slides are rocket ships and count backwards from five to 'blast off'.
- Children have very warm relationships with the childminder and her assistants. They approach them for cuddles and snuggle next to them to share stories. Children are supervised closely to ensure their safety. Sleeping babies are checked on regularly. When babies wake from their sleep, they are gently introduced back into their play with interesting stories.
- Children enjoy being physically active. They crawl through tunnels and run up slopes. Children plan their own challenges and show resilience in trying new

things. For example, they balance on tyres and reach out and grab rope swings. Children take it in turns to have a go. They offer words of encouragement to each other and say, 'You can do it.'

- Children's good health is promoted. The childminder is passionate about providing healthy snacks and home-cooked meals for all children. She encourages children to try new kinds of fruit and plans shopping trips to allow children to make their own choices.
- Parents appreciate the range of experiences the childminder plans and say that they are extremely happy with the service provided. They report that their children love attending and are flourishing. They say that the childminder provides a warm and loving environment and offers advice and support with all aspects of their children's development.
- The childminder works with two assistants. She provides regular supervision and targets appropriate training to enhance their skills and knowledge. The childminder nurtures a strong team ethos and monitors her assistants' workloads. As a result, her assistants feel valued and listened to and show great enthusiasm for their roles.
- The childminder plans stimulating learning opportunities for children. However, she does not always ensure that the indoor learning environment fully supports children's ability to move around freely and access toys independently. For example, larger equipment blocks access to some storage drawers where toys are kept.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a sound knowledge of safeguarding. They can identify signs and symptoms of abuse and know the processes to follow when reporting concerns. The childminder ensures that her assistants are suitably trained and she questions them to test out their knowledge of how to keep children safe. The childminder ensures the suitability of everyone living in the house through appropriate checks. She is clear about the process to follow if there is an allegation made against herself or a member of her household. The childminder regularly risk assesses her home to ensure that it remains safe and suitable for children.

What does the setting need to do to improve?

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

- strengthen the indoor learning environment to allow children to move around freely and make independent choices in their play.

Setting details

Unique reference number	EY269543
Local authority	Norfolk
Inspection number	10285942
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 11
Total number of places	10
Number of children on roll	22
Date of previous inspection	25 October 2017

Information about this early years setting

The childminder registered in 2003 and lives in Dereham, Norfolk. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays, family holidays and Christmas. The childminder holds a relevant qualification at level 3. She works with two assistants. One assistant holds a relevant qualification at level 4, and the other assistant holds a qualification at level 3. 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 their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The inspector spoke with the childminder and her assistants at appropriate times throughout the inspection.
- The inspector observed the quality of education being provided indoors and outdoors.
- Children spoke to the inspector about the activities they were doing.
- Parents shared their views of the setting with the inspector.
- The inspector looked at a range of documentation on request, including evidence of the suitability of staff.

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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