

Childminder report

Inspection date: 2 November 2021

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 enjoy the calm, well-resourced setting. They relish in the attention they receive from the childminder. Children are supported to settle at their own pace and enjoy their time at the setting. Children feel confident to explore the range of resources by using the childminder as a secure base. They regularly check to see where she is and enjoy showing her items, including her in their play. When children need reassurance, they climb into the childminder's lap for a cuddle.

The youngest children express themselves very well. They use gestures when they have not yet learned the words. For example, children give their shoe to the childminder and point to the toy baby. The childminder encourages them to ask for help by consistently using the words 'help please', so that children learn to ask independently. Older children are very polite. Children show their understanding of words as they follow simple instructions and smile when the childminder congratulates them. Children are curious. They enjoy looking in the little boxes filled with surprises and opening the Russian dolls. Children enjoy playing with household objects, such as old mobile phones. They show their empathy as they take care of toy babies. Children lovingly cuddle the baby dolls and push them in a pram. They know the daily routines as they take the baby doll to the highchair when the childminder tells them it is lunchtime.

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

- The childminder places great emphasis on getting to know not only the children but their whole family. She actively supports families through difficult times, which greatly benefits children's well-being. The childminder works hard to help anxious children separate from their parents.
- The childminder's experience in early years is evident. She focuses activities and resources on what makes the most difference to children's ongoing development. She understands the needs of each child and tailors her provision to suit them. For example, the childminder recognises children who are less settled and gives them the time they need to engage in play.
- For younger children, the childminder is working on supporting their emerging language by role modelling good pronunciation. She regularly comments on objects and narrates what the children are doing. This helps children to extend their vocabulary and give meaning to their actions. The childminder asks open-ended questions to encourage children to think before answering, patiently waiting for them to do so.
- The childminder is aware that not all children have the opportunity to experience messy play at home. Therefore, the childminder offers a range of sensory experiences for the children to enjoy. These experiences include play with shaving foam and gloop. The childminder takes children to the local library for

singing sessions. She takes them on walks in the local community and to watch the vehicles at the local garage.

- Mealtimes are a social time. All children and the childminder share a home-cooked meal together. Children learn social skills, talk to one another and learn to eat using cutlery. Children are reminded to have good manners through the childminder's reinforcement of saying 'thank you' and 'please'.
- Children's physical skills are evolving through activities that strengthen their fingers and hands. Children remove and stretch elastic bands on a small pumpkin. They skilfully peel one band off at a time and stretch them back on. The childminder's garden provides everyday opportunities for children to run, dig in the mud, and use the small slide. Children regularly visit the local park to further practise and develop their movement and coordination.
- The childminder does not consistently share information with other settings that children attend in order to promote a shared approach to children's care and learning. However, partnerships with parents are positive. The childminder has well-established procedures in place to share information with parents. She completes a daily diary for younger children. The childminder shares photos with parents throughout the day, alongside daily discussions. Parents comment that they are well informed.
- Good hygiene practices are in place. Children take part in regular handwashing and have individual towels to minimise cross-infection. The childminder is very conscious of keeping children safe and regularly assesses risks throughout the day. Older children learn to keep younger children safe. They enjoy using small resources while sat at the table to avoid any risk to younger children.
- The childminder reflects on her practice and has clear goals to make her setting even better.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can identify when a child is at risk of harm. She has a well-written policy, which clearly details the contact numbers for the relevant agencies. The childminder is clear about who to call and would do so without delay. The childminder attends relevant training to ensure that her knowledge is up to date. She does not allow the older children to access websites to prevent them accessing any inappropriate content. The childminder is vigilant with her safeguarding procedures to help keep children safe from harm.

What does the setting need to do to improve?

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

- improve the sharing of information between the early years settings that children attend.

Setting details

Unique reference number	2496525
Local authority	Suffolk
Inspection number	10191593
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	2 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Ipswich, Suffolk. She operates all year round on Monday, Tuesday, Wednesday and Friday from 8am to 5pm, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Emily Holt

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 inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The provider and the inspector carried out a joint observation together.
- The inspector spoke to children during the inspection.
- Parents provided written testimonials to share their thoughts with the inspector.
- The provider and the inspector completed a learning walk together. They discussed the childminder's curriculum and what she wants the children to learn.
- The inspector looked at a selection of the childminder's documents.

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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