

Childminder report

Inspection date: 1 April 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	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children enjoy spending their time with the attentive childminder. They develop close bonds to her and comment that they like having cuddles with her. Children relish talking and learning about a variety of topics. For example, they learn about the human digestive system, the seasons and months of the year and explore their interest in fairy tales. Children competently explain how the food they eat turns into a special 'soup' inside their tummies. The childminder encourages children to tell their own stories. She writes down their words as they speak. Children show pride in their own and one another's work and achievement as they listen to the childminder re-read the stories that they and their peers have made up.

Children are active throughout their day. They energetically play 'What's the time, Mr Wolf?' together. During this game, they learn to recognise numerals, count their steps and negotiate together about whose turn it is. The childminder skilfully supports and encourages their participation in the game. A range of outings within the local community help children to build their knowledge about the world around them. The childminder takes them to visit museums and playgroups and to play dates with other childminders and children. The confidence that children develop to speak to other children and adults prepares them well for their future learning.

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

- The childminder has addressed the weakness identified at her last inspection. She has made changes to the sleeping arrangements for children so that they sleep in a safe place. The childminder assesses any risks that children may be exposed to and ensures that her home is a suitable environment for them.
- Children's health and well-being are of paramount importance to the childminder. She provides them with balanced, nutritious meals. Children develop their social skills as they sit together, sharing mealtimes with the childminder and her family. They have lots of opportunities for active physical play, both indoors and outside. The childminder is mindful to provide a wide range of activities that help children to promote their balance and strength and their large- and small-muscle skills.
- The childminder continuously improves her service. She uses new knowledge from training that she completes to make alterations to her practice. The childminder reflects on what is working well and what she can further improve. She seeks the views of parents to help her to do this.
- The childminder closely observes what children can do and identifies how to support them to achieve their developmental milestones. Parents value her service, including how well she communicates with them. The childminder shares her assessments of what children know and can do, and offers parents advice about how they can support their children's learning at home.

- The childminder liaises with other professionals and parents to meet the needs of children who have special educational needs and/or disabilities. She uses a variety of techniques to ensure that they learn and achieve. The childminder has regular discussions with parents to develop consistent approaches to building children's skills and meeting their needs.
- The childminder is alongside children as they play, joining in with them and introducing new information. This enhances their enjoyment and builds their knowledge. However, the childminder sometimes rushes her interactions with children. For example, when children want to achieve a goal, the childminder is quick to solve their problems or provide them with answers. She does not routinely encourage them to contribute their ideas.
- The childminder focuses on giving children a language-rich environment. For example, while young children play with dough, the childminder repeats the word 'roll' as she demonstrates and supports young children to roll out the dough. Consequently, children's vocabulary and understanding of language develops well, preparing them for future educational success.
- The childminder uses her knowledge and experience to develop an interesting and broad curriculum. Children engage particularly well during their self-chosen play. However, during some activities, the childminder does not fully adapt her teaching according to children's individual stage of development and learning style. Consequently, at times, children disengage in favour of other activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. She demonstrates a good awareness of the possible indicators of abuse and/or neglect. The childminder has a clear policy in place, which is in line with procedures from the local safeguarding partnership, to follow should she have concerns about the safety or well-being of a child. She regularly refreshes her knowledge through suitable training courses. The childminder understands how to respond to issues that may be a cause for concern in a child's home life, such as domestic abuse.

What does the setting need to do to improve?

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

- encourage children's problem-solving skills to help them to further develop and use language for thinking and reasoning
- adapt teaching according to children's abilities and preferred ways of learning during planned activities, to encourage their deeper concentration and engagement.

Setting details

Unique reference number	2499612
Local authority	Suffolk
Inspection number	10209393
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	16 September 2021

Information about this early years setting

The childminder registered in 2019 and lives in Ipswich, Suffolk. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers occasional care for children on Saturdays and Sundays, by prior arrangement. She holds qualified teacher status. The childminder provides funded education places for three- and four-year-old children.

Information about this inspection

Inspector

Kate Hipperson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder explained the curriculum for children to the inspector. The inspector viewed the areas used for childcare.
- The inspector reviewed essential documentation, including the childminder's paediatric first-aid certificate.
- The childminder and the inspector carried out a joint observation of an educational activity and evaluated the children's learning.
- Children spoke to the inspector during the inspection. The inspector evaluated the experiences of children.
- The inspector read written feedback from parents and considered their views about the childminder's provision.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022