

Childminder report

Inspection date: 9 April 2025

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

The childminder provides a safe and reassuring home-from-home environment, which children enjoy attending. Children swiftly build strong and trusting attachments to the childminder. This is enhanced with the offer of a home visit and bespoke settling-in sessions before they start. Children show they are relaxed and comfortable as they freely choose from fun, assorted art and craft materials to create Easter cards, which they proudly show visitors. The childminder advocates kind behaviours by praising children when they instinctively share resources with their peers. Because of this, children know what is expected of them and are always exceptionally polite and well mannered.

The childminder is very supportive and encourages children to make independent choices in their free play. Children develop healthy lifestyles with plenty of outdoor physical play. The childminder builds a curriculum of rich experiences for children, aimed at supporting them to reflect on their differences and understand what makes them unique. She provides weekly outings in the community. These include visiting the community playbus and the local farm, where children see a variety of animals and learn about their local environment. Children are currently caring for frogspawn and watching it grow into frogs, which ignites children's interest in nature and supports their learning about the world.

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

- Overall, the childminder's teaching skills and knowledge of how children learn is strong. She plans purposeful activities, with high-quality resources that children can revisit. For instance, when learning about the life cycle of a frog, children regularly observe frogspawn and note the changes this goes through. When children recall words such as 'herbivore' and 'carnivore', the childminder reinforces what these words mean in the life cycle of a frog. This explanation helps secure children's understanding of what they have previously learned.
- The childminder's attentiveness and genuine encouragement empowers children to be independent in managing their personal needs. With the right level of support from the childminder, children learn to use a knife safely as they cut up their apple at snack. At times, the childminder eagerly steps in to help before enabling the children to have a go at things themselves. This reduces opportunities for children to embrace their mistakes and develop important life skills, such as perseverance and resilience.
- The childminder helps children to develop a voice to share their opinions politely and confidently. For example, she regularly takes the children out to the local allotment at the bottom of her garden. Under her close supervision, children learn how to be friendly and engage confidently in two-way conversations with adults as they explore nature.

- Children frequently display acts of kindness to others and use respectful language, such as 'you're welcome', in response to their peers who thank them for sharing popular toys. Praise and encouragement from the childminder when children help to sort recycling in her home supports their self-esteem and promotes them to care for the planet.
- The childminder's own speaking and the skilled way she reads to children excites and engages children to develop their own language and vocabulary well. She responds attentively and consistently to toddlers, repeating words back to them to help them say their first words. The childminder asks meaningful questions and introduces story props to ensure that all children maintain their engagement and extend their learning. As a result, all children make excellent progress in their speech and language development.
- The childminder promotes healthy lifestyles. For example, children are encouraged to regularly drink water to keep hydrated, especially in the garden after physical play. Mealtimes are relaxed, and the childminder provides a wide variety of healthy snacks. This means children are making their own healthy food choices and feel comfortable to try new foods, alongside foods children already know they like.
- The childminder regularly shares information with parents about their children's progress through daily communication and online messaging. Parents feel well informed of their child's day with the childminder. They appreciate assessments of their child's ongoing progress, including suggestions and ideas to enable them to continue their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 already good teaching and provide further opportunities for children to learn through trial and error and make even more progress in all areas of learning.

Setting details

Unique reference number	250694
Local authority	Suffolk
Inspection number	10388584
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	18 July 2019

Information about this early years setting

The childminder registered in 1993 and lives in Ipswich, Suffolk. She operates all year round, from 8.00am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for all eligible children.

Information about this inspection

Inspector
Louisa Taylor

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for the children's learning. The childminder discussed with the inspector how she ensures that the environment, both indoors and outdoors, is safe and suitable.
- The inspector read written testimonies from parents to understand their views on the childcare setting.
- The inspector discussed with the childminder how she will implement the curriculum and support all children to make progress, including how the childminder intends to plan, observe and assess the children in her care.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- The inspector carried out a joint observation with the childminder and took account of her reflections.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children.

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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