

Childminder report

Inspection date:

18 July 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder creates an exceptionally inclusive and supportive environment. She forms a close bond with the children, and they share many moments of joy and laughter together. As a result, children are emotionally secure and show that they feel safe in the childminder's care. The childminder is an excellent role model and shows children genuine respect. This has a positive impact on children's ability to work as a team and inspires their kindness from a young age.

The childminder uses her vast experience and knowledge to skilfully extend learning opportunities. This enables children to make rapid and sustained progress across all areas of development. There are consistently high expectations for what each child can achieve. The childminder applies this expertly during all learning experiences, ensuring children are continually challenged and supported to reach their full potential. For instance, during a self-initiated water activity, the childminder skilfully supports children to draw on their prior knowledge to make thoughtful predictions about which objects will sink or float.

The learning environment is thoughtfully designed, offering an engaging space, where children's active learning unfolds naturally and enthusiastically. The childminder's calm and 'can-do' approach helps children build remarkable resilience and learning behaviours. For example, when building structures in the sand, children are supported to think of ways to make them stronger, developing impressive problem-solving skills and perseverance.

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

- The childminder has an exceptional understanding of each child's individual needs. She knows the children extremely well and uses her expert knowledge of their starting points and unique experiences to plan highly personalised learning that ensures they make excellent progress.
- The childminder demonstrates expert skill in recognising and building on children's spontaneous interests, extending their learning with creativity and precision. For example, she introduces a wide range of bricks and ramps to inspire younger children's deep exploration of cause and effect, problem-solving and how things work.
- There is a strong and consistent emphasis on developing children's communication and language skills across the curriculum. For example, the childminder shares children's favourite books with great skill and enthusiasm to build on their speaking and listening skills. Her engaging storytelling helps to foster a lifelong love of reading and significantly enhances children's vocabulary and understanding.
- The childminder supports children to develop an excellent understanding of the

world. She takes children on numerous outings to extend their experiences. Learning is seamlessly weaved into these outings. For instance, the childminder teaches children about the shapes of things they see around them and the changes in the seasons.

- Children's care routines are managed with the highest level of attentiveness and respect. For instance, the childminder provides privacy and reassurance as children gain confidence in using the toilet, promoting both their dignity and self-esteem.
- The childminder purposefully teaches children how to keep themselves safe and healthy. Children learn safe routines, such as waiting for the childminder to check for any risks before they go into the garden. The childminder helps children to recognise the importance of staying hydrated, especially in hot weather and after exercise.
- The curriculum places a strong and deliberate focus on children's independence and resilience. Children demonstrate excellent self-care skills from a young age. They confidently lead routines, such as showing visitors where their belongings are kept. They proudly demonstrate and explain how sitting on the step helps them put on their shoes.
- The childminder works in exceptionally close partnership with families. Parents are overwhelmingly positive about the quality of care and education their children receive. They appreciate the detailed, regular updates and the childminder's meaningful suggestions for supporting learning at home. Parents frequently comment on how happy, settled and confident their children become during their time with the childminder.
- The childminder is highly committed to continuous professional development. She remains fully up to date with early years guidance and legislation and actively seeks new ways to enrich her already outstanding practice. For example, following recent training, she has plans to introduce woodwork activities to further enhance children's creativity and coordination.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	250711
Local authority	Suffolk
Inspection number	10392350
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	16 August 2019

Information about this early years setting

The childminder registered in 1999 and lives near to Felixstowe in Suffolk. She operates all year round from 8am to 6pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for all eligible children. She holds a relevant qualification at level 4.

Information about this inspection

Inspector

Sarah Clements

Inspection activities

- The childminder showed the inspector around the setting. They discussed how the curriculum is organised and what they want children to learn.
- The inspector observed the quality of interactions during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to children to find out about their time at the setting.
- Parents provided written feedback and the inspector took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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