

Childminder report

Inspection date: 2 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

Children thrive in the care of the enthusiastic and joyful childminder. She creates a safe, stimulating environment where children flourish. The childminder knows the children exceptionally well. She responds quickly to their needs and supports their emotional well-being with great sensitivity. This contributes to the exceptionally close bonds the children have formed with her. The childminder delivers a high-quality curriculum that captures children's interests and curiosity. For example, children learn about the life cycle of butterflies. They watch as caterpillars transform into chrysalises and hatch into beautiful butterflies. Children observe them through magnifying glasses. They show genuine awe and excitement before releasing them in the garden.

Children's learning is maximised through purposeful, sustained interactions. They are eager to participate and show impressive resilience when tackling challenges. The childminder models and encourages the use of scientific language, such as 'sinking' and 'floating', as children explore water play. She intentionally builds their understanding, explaining that some objects float because they have air inside them.

Children are beginning to understand their emotions and how to express themselves with considered support from the childminder. She helps them understand their own feelings and those of others. For example, when children get frustrated and upset trying to kick a ball, the childminder is quick to support, offering compassion and understanding. The childminder gives children the words to express how they feel and encourages them to try again later.

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

- The childminder supports children's learning and development exceptionally well. She provides challenging resources and stimulating play opportunities. Children practise and continually build on their skills, knowledge and understanding. They remain deeply engaged in play for long periods. For example, children enjoy the challenge of getting water from spray bottles. They focus hard and use both hands to pull the trigger. This builds hand strength and coordination. It also promotes focus, problem-solving and perseverance as they learn to control the spray and explore cause and effect.
- Children develop strong communication and language skills. The childminder teaches with great skill. She knows exactly what children need to learn and tailors her support to meet those needs. She narrates their play and extends children's communication through rich conversation, singing and thoughtful questioning. Children speak confidently about what they are doing and enjoy meaningful discussions with her and their peers.

- The childminder sets clear expectations and supports behaviour with great skill. She creates a calm, respectful space where children feel safe and ready to learn. She models kind interactions and helps children understand how their actions affect others. Children learn to take turns, share and show patience from a very young age. When needed, the childminder offers gentle guidance. She explains why rules matter and helps children make thoughtful choices. As a result, children behave exceptionally well and show real care for others.
- The childminder recognises the importance of reading to children to help foster their enjoyment of books and storytelling. She reads with energy, changing voice and pace to keep children engaged. Even the youngest stay focused and ask for more. She asks questions and encourages them to recall events. Children smile and talk excitedly as they make their own books. They count pages and create pictures to tell a story. The childminder carefully writes their words beside each drawing. Children take pride in their work and share their stories with confidence. For example, they say their aliens eat animals. The childminder uses opportunities such as these to extend children's vocabulary. She teaches the word 'carnivore', explaining it means 'meat-eater'.
- Children enjoy a wide variety of opportunities to explore their local community. They visit local groups, meet other childminders and explore the farm. Children talk about the friendships they have made with residents at the nearby day care centre. These outings help children learn about their community and expand their social interactions.
- The childminder makes excellent use of knowledge gained on courses. In her drive to provide exceptional childcare, she reflects on what she has learned. She takes swift action to make changes that will improve children's experiences and allow them to make the best possible progress.

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	250785
Local authority	Suffolk
Inspection number	10392107
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	4
Number of children on roll	8
Date of previous inspection	2 August 2019

Information about this early years setting

The childminder registered in 1989 and lives in the village of Parham, close to Woodbridge, Suffolk. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides government-funded early education for all eligible children.

Information about this inspection

Inspector

Nina Hopson

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder talked to the inspector about the curriculum and what she wants the children to learn.
- The inspector observed the interactions between the childminder and the children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on the children's learning.
- The inspector spoke to parents during the inspection and read written feedback.

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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