

Childminder report

Inspection date: 13 May 2022

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

Children thoroughly enjoy being active in the spacious outdoor area. They laugh and squeal as they run around the expansive lawn. Young children climb onto climbing frames and slide down slides. Older children throw footballs and jump across wooden 'stepping stones'. Children explore with enthusiasm and they confidently make choices about their play. For example, they draw chalk pictures on a board and then find brushes and water to scrub them off. The childminder provides other opportunities for children to enjoy fresh air and exercise. She makes regular use of local facilities, such as a nearby running track, woodland and park. This helps children's mental health and well-being. She uses these visits to further enhance teaching and learning opportunities. For example, the children had visited a stream and collected stones to use for self-registration.

Children settle quickly and form affectionate bonds with the childminder. They snuggle up to share books and use cuddly toys to pretend to 'kiss' the childminder while she is reading. Young children approach the childminder when they accidentally hurt themselves and she provides comfort and reassurance. The childminder is gentle and attends to the children's needs quickly. For example, when playing outside, she ensures children have sun hats on and encourages them to have a drink.

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

- Children share toys, speak kindly to one another and have impeccable manners. They use please and thank you in their play. For example, children say 'thank you' to one another when scooping sand into a bowl in the outdoor kitchen. They share water pistols to squirt water onto their chalk pictures. The childminder models positive behaviour and tells children 'well done' when they share. She gives children gentle reminders when needed and children are quick to respond. This supports children's self esteem and helps their understanding of how to behave well.
- The childminder supports children's mathematical understanding effectively. She incorporates simple counting and number recognition into most activities. For example, when eating snack the childminder asks the children to count their raspberries and slices of banana. Children are confident and recognise plastic numbers in the water tray and they name number names when counting flowers in the garden. Children talk about numbers that are special to them, such as their age, and they count beyond 10 when counting Jubilee flags.
- Parents speak very highly of the childminder and the care she provides. They comment that their child is 'very well looked after' and is making 'fantastic progress'. They love the range of activities the childminder provides and they would highly recommend her to others. Parents comment that she fully supports

the whole family and takes time to provide settling-in sessions to suit each child. Consequently, children settle quickly and make firm attachments.

- The childminder plans an exciting and well-thought-out curriculum. She provides a good balance of adult-led and child-initiated activities to promote learning. She has a secure knowledge of each child and moves them on quickly in their next steps. For example, younger children make Union Jacks using coloured rice and are supported to recognise colours. Older children use pincers to pick up the rice grains, which helps their fine motor skills.
- Children demonstrate high levels of independence. They work together as a team to carry tables and chairs in preparation for snack time. They carry planks of wood to set out a beam to balance across. Children show that they are confident in their self-care. They wash their own hands and put on their own coats. They tell the childminder they are tired and go off to the quiet room for a nap.
- The childminder helps to strengthen children's communication and language development through regular story and singing time. She asks open-ended questions and gives children time to formulate their answers. However, the childminder recognises that she would benefit from attending more regular professional development training to improve her confidence and update her knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe and are treated with respect and kindness. The childminder has a clear understanding of safety and is observant and takes action where necessary. She has a good understanding of how to report and monitor any concerns and keep up to date with safeguarding training. This includes knowing who to contact to seek advice and make a referral. The childminder recognises the importance of tracking attendance and she demonstrates the capacity to challenge parents if she has a concern. The childminder has a strong support network of other professionals whom she seeks advice from when needed.

What does the setting need to do to improve?

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

- enhance the quality of teaching by engaging in professional development opportunities.

Setting details

Unique reference number	250791
Local authority	Suffolk
Inspection number	10219424
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	9
Number of children on roll	9
Date of previous inspection	8 August 2016

Information about this early years setting

The childminder registered in 2000 and lives in Framlingham, Suffolk where she operates from a purpose-built log cabin in her garden. She operates all year round from 8am to 6pm on Mondays, Wednesdays and Thursdays. On Tuesdays and Fridays she operates from 6.30am until 6pm. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Oakden

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- Children spoke to the inspector about the activities they were doing.
- The inspector observed the interactions between the childminder and the children.
- The inspector observed the quality of education being provided both indoors and outdoors.
- The childminder provided the inspector with a sample of relevant documentation on request.
- A number of parents provided written feedback and the inspector took account of their views.
- Some parents shared their views of the setting with the inspector during telephone calls.

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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Textphone: 0161 618 8524
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