

Childminder report

Inspection date: 11 March 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 has a calm and caring approach that children respond well to. Children love to spend time with the childminder and are happy and confident in the childminder's home. They are busy in their play as they confidently engage in various activities and play experiences. For example, children show a great sense of pride and celebrate with the childminder as they complete jigsaw puzzles. The childminder carefully plans experiences that are based on children's interests as well as their individual stages of learning. Consequently, children are motivated to learn and join in. This supports them to make good progress in their ongoing development.

The childminder has high expectations and learning intentions for all children. The childminder is a good role model. She encourages children to use good manners, such as saying 'please' and 'thank you', when making requests. Children behave well, and they are kind to one another. They think of one another when playing imaginary games. For example, they ensure that they make all their friend's ice creams as they pretend to visit an ice-cream shop. The childminder sensitively reminds children of boundaries and encourages them to respect each other and resources. Children enjoy singing nursery rhymes with the childminder. She uses this time to promote their listening and attention skills by supporting children to recognise songs and use the correct actions.

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

- The childminder has clear intentions for her curriculum. She demonstrates a secure understanding of why she has planned activities and what benefit they are to individual children. She knows what children have learned, what she is teaching them next and why. In addition, she supports children to revisit newly learned skills to help them embed knowledge. For example, while using farm related flash cards with the children, she links new learning to previous experiences, such as the dust created by a combine harvester they saw on an outing.
- The childminder places a clear focus on developing children's communication and language skills. She models language well and uses opportunities in children's daily routines to help build on their vocabulary. The childminder uses carefully selected questions to support children's knowledge of new concepts and clarify their understanding. For example, she promotes challenge in her communication by adapting her questioning to encourage children to use more descriptive language.
- The curriculum for personal, social and emotional development is well embedded. As children take turns with a pop-up pirate game, they demonstrate respect for their friends, politely waiting their turn and passing each other the

toy swords. Children benefit from regular, specific praise from the childminder, and this builds on their self-esteem.

- Children learn to persist and develop resilience. The childminder consistently encourages children to try to achieve tasks for themselves. For example, when children feel a little shy, the childminder gives them praise and encouragement, reminding them that it's okay to get things wrong but it is important to try. This helps children to persevere and achieve tasks for themselves.
- The childminder works with parents to promote healthy eating. She offers children a choice of healthy snacks to eat. The childminder provides them with healthy home-cooked meals and encourages them to try a range of vegetables. She promotes this further with vegetable-growing activities in the garden. This helps children to understand the importance of healthy lifestyles.
- The childminder supports children with their transitions to nursery and primary school. She shares information with parents and ongoing settings so that these transitions can be as smooth as possible. When children leave the setting, they are prepared for the next stage in their learning.
- Parents speak highly of the childminder. They comment on the lovely, homely setting and that they are grateful for her help and support. Parents appreciate the regular communication they receive about their children's learning and development. Parents are pleased with the progress their children are making.
- The childminder is conscientious about keeping children safe. She ensures that the premises are secure and fit for purpose. She supervises children closely to ensure their safety. Although she recognises that many children use technology from an early age outside of her setting, she has not fully considered how she can begin to help children learn about online safety in an age-appropriate way.

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:

- consider ways to teach children about online safety and how to keep themselves safe when accessing the internet.

Setting details

Unique reference number	250844
Local authority	Suffolk
Inspection number	10375774
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	4
Date of previous inspection	2 May 2019

Information about this early years setting

The childminder registered in 1993 and lives in Leiston, Suffolk. She operates all year round, from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 2. She offers funded early education to all eligible children.

Information about this inspection

Inspector

Suzie Squirrell-Hughes

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The childminder took part in a joint observation with the inspector of a planned activity.
- Parents shared their views of the childminder with the inspector.

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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