

Childminder report

Inspection date: 27 January 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 develop good relationships with the childminder and enjoy her interactions in their play. The childminder knows about children's home lives and is sensitive to their individual backgrounds and needs. Children feel safe and secure in her care. They are confident and demonstrate a good sense of belonging. They readily choose what they want to do from the range of toys and resources available to them. The childminder stores toys so that children can access them independently. Children are helped to understand the impact of their behaviour on others. They spontaneously use 'please' and 'thank you'.

Children receive equal attention. The childminder is careful to ensure that they are all included in activities and routines of the day. For example, when older children choose to play with the role-play picnic food, the childminder engages with younger ones as well as older ones and involves them all in the play. Children make good progress in their learning and development. They enjoy chatting to the childminder. For example, when using felt farm animals to make pictures, they readily name the animal and mimic the noise they make. Children chat with the childminder about where animals live. They become confident communicators.

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

- The childminder knows the children well. She talks confidently about where they are in their learning and what they need to learn next. The childminder understands her responsibility to support children's continuing progress and help them develop the key skills needed to be ready for school.
- The childminder is led by what children want to do and responds well to their changing interests. She is aware of the short concentration span of younger children and readily moves on to another activity when they lose interest.
- The childminder supports children's communication and language skills well. She encourages children to engage in conversation and actively promotes their developing vocabulary. The childminder responds positively to the babbles and gestures of babies. However, she sometimes overlooks opportunities to further promote children's thinking skills. She tends to provide children with answers before they have had time to think and express their own responses.
- Children are motivated to play and learn. During child-initiated activities, the childminder joins in with their play and recognises opportunities to build on what they already know. For example, children show an interest in a board game and take it from the storage unit. The childminder recognises that it is too advanced for them to play but still allows children to explore the contents of the game. She encourages them to count the number of ghosts, broomsticks and witches on the game cards.
- Children learn about good health. They are taken to the bathroom to wash their

hands before eating. The childminder ensures that her home is clean, tidy and a suitable environment to care for children.

- Children are learning about the wider world. The childminder takes children to local groups, such as a singing group that also teaches Makaton sign language. She has used the current roadworks outside her home and a family member who is in the emergency services to help children learn about the jobs that people do.
- The childminder kept in touch with families during the COVID-19 lockdowns. Children came back to the setting readily. The childminder is kind and caring. She praises children's good behaviour and individual efforts, actively promoting their self-esteem.
- Written testimonials from parents demonstrate the high regard they have for the childminder. They report that their children feel safe and secure with her and that she keeps them fully informed about their children's day and learning. Parents state that they find the childminder to be 'friendly, flexible and accommodating' and that they have every confidence in her ability as a childminder.
- The childminder maintains mandatory qualifications, such as paediatric first aid and safeguarding. This helps to ensure that she is able to meet children's care and welfare needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the indicators of abuse and knows what to do if she has any concerns about a child's welfare. She confidently fulfils her responsibility to protect children from harm. During the COVID-19 restrictions, the childminder took the opportunity to refresh her knowledge of wider safeguarding issues, such as the 'Prevent' duty, female genital mutilation and county lines. The childminder keeps children safe in her home and on outings. She supports them to take managed risks, such as when using climbing equipment. This allows children to challenge their own capabilities.

What does the setting need to do to improve?

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

- give children time to think and respond to questions.

Setting details

Unique reference number	250880
Local authority	Suffolk
Inspection number	10072642
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	19 July 2016

Information about this early years setting

The childminder registered in 1988. She operates her service all year round from 7am to 5.30pm, Monday to Thursday. On Friday, childcare is offered from 7am to 9am and from 3pm to 5.30pm. The childminder does not work on bank holidays.

Information about this inspection

Inspector
Jacqui Mason

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector and the childminder held a discussion to understand how the early years curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed an activity and jointly evaluated this with the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the setting through written testimonials.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder. 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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