

Childminder report

Inspection date:

4 March 2025

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children have warm relationships with the childminder and show how settled and safe they feel as they go to her for cuddles. They move around the setting with confidence and independently choose what they would like to play with. They also enjoy planned activities, such as categorising coloured objects. The childminder knows children well and what areas to focus on to help children make progress. However, she does not fully consider babies' learning needs when planning activities. Children independently access books, which they engage with throughout the day. The childminder fosters a love of books. For example, the children and childminder giggle as they engage with a peekaboo book. The childminder supports children to solve problems and to keep trying, for example she models how to connect discs together, she guides children's hands and then encourages them to try themselves.

Behaviour is good. Children are kind and caring. They respond positively to the childminder's expectations, for example, when she offers gentle reminders to take turns and share. However, children are not supported to understand how to interact safely with household pets. Children know the routines and are encouraged to understand healthy eating. However, the childminder does not always model or implement suitable hygiene practices consistently.

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

- Children know and follow routines well. They sit together for lunch and understand that they need to sit at the table to eat. At inspection, there were occasions when children were left unsupervised for very short periods of time while they were eating, as the childminder retrieved objects from another room.
- Children understand about washing their hands before lunch. However, the childminder does not always model good hygiene practice and ensure that she washes her hands. For example, she does not consistently wash her hands after changing children's nappies, to prevent cross-contamination.
- The childminder uses her observations and assessments of children's learning to ensure they are progressing well. She uses this information to inform her curriculum and implement well-thought-out activities. However, she does not consistently plan for young babies learning to ensure they have access to well-planned, age-appropriate resources and activities to support their development.
- The childminder helps children to develop their love of animals and learn about caring for living things, such as the pets in the home. However, she has not considered how to help young children understand about interacting safely with animals.
- The childminder supports children with developing their knowledge of colours and mathematical concepts. Children know and understand what is expected of

them because the childminder explains activity plans and how the activity will work clearly. She allows children to lead their learning. She adapts her delivery to ensure she still meets her activity aims. For example, she skilfully uses animal related songs to draw children's interest. As a result of this, children remain engaged for long periods of time and use extended language.

- The childminder supports children's communication development effectively. She speaks clearly, holds conversations with children, sings songs with them and gives children time to answer questions.
- The childminder teaches children how to manage their behaviours. She uses a differing range of strategies to help children to explore their feelings, which enables them to manage their emotions. For example, she uses feelings cards for children to express emotions.
- The childminder has built up strong parent partnerships. Parents express that they are happy with the love and affection the childminder shows their children. They feel their children are safe and secure. Parents feel well informed and supported by the childminder and they value the flexibility she offers them.
- The childminder engages in self-reflection activities and uses this information alongside her children and families' needs to inform the training she accesses. She meets regularly with a network of other local providers to share ideas and continually works on developing her provision.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure children are consistently supervised when eating	17/03/2025
improve handwashing routines to reduce the risk of cross-contamination.	17/03/2025

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

- review the curriculum planning so that young babies benefit from age-appropriate resources and activities that extend their learning further

- help children to understand the importance of respecting animals and interacting with them safely.

Setting details

Unique reference number	250940
Local authority	Suffolk
Inspection number	10376314
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	0 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	24 May 2019

Information about this early years setting

The childminder registered in 1999 and lives in Brandon, Suffolk. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Suzie Squirrel-Hughes

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the childminder with the inspector.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025