

Childminder report

Inspection date: 21 November 2024

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 provides a warm and homely environment for all children. She spends time nurturing and building trusting relationships with children, which helps them to feel safe and secure. Children confidently access the resources they want to play with. For example, they become absorbed in exploring the natural wooden materials to stack and discover sounds. This supports children's early mathematics and creativity.

The childminder provides opportunities for children to be active outdoors. Children enjoy regular trips to the local library and park, where the childminder encourages them to collect natural resources such as leaves and pine cones. This extends children's learning as they observe and talk about wildlife and the natural world. For example, they learn about cold by exploring the ice found in the garden.

Building children's confidence, independence and self-esteem is a key priority for the childminder. She praises their efforts and achievements readily. Children behave well. The childminder prepares older children by talking to them about toilet training. She consults with parents to ensure that children are ready for this new milestone and they work together to achieve this successfully. This shared approach leads to better outcomes for children.

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

- Children develop a true love for reading. They select and look at books independently and listen to stories the childminder reads to them. The childminder reads with expression, which holds children's attention and promotes engagement. She asks simple questions about the story's events and encourages children to find different objects in the pictures. This supports their comprehension skills and raises their awareness of attention to detail.
- The childminder identifies what she wants children to learn based on her ongoing assessments of their development. She focuses her teaching on enhancing language skills and self-awareness. For instance, the childminder interacts with children to develop their skill at recognising colours, counting objects and naming shapes. In general, she plans activities to build on what children know and can do. The childminder adapts the learning to meet the needs of the different age groups of children.
- The childminder uses her experience well to provide consistently good-quality, inclusive care and education for all children. She shows genuine commitment to her work. The childminder networks with other childminders effectively and completes mandatory training, such as paediatric first aid and child protection. She is reflective of her practice and has identified that she would benefit from further training, for example, to develop her knowledge of how to support

children with special educational needs and/or disabilities.

- The childminder organises a language-rich environment to enhance children's increasing vocabulary. Children repeat what the childminder says and rapidly learn new words. For example, while singing 'Old MacDonald Had a Farm', children name animals and make their sounds. However, on occasion, the childminder does not provide children with enough time to think and respond with their own thoughts and ideas. This prevents children from fully exploring their own ideas and finding solutions to problems for themselves.
- Parents report that the childminder offers a variety of experiences to children. She communicates regularly, ensuring that parents are well informed about their child's development and learning. The childminder has robust settling-in procedures to ensure that children's and parents' experiences are positive. This enables strong relationships to form and for children to quickly engage in learning within their environment.
- The childminder weaves mathematics into children's play and activities. She encourages children to count along with her at every opportunity. For example, children count sheep as they play with the farm animals and fill in the missing number. This helps to develop children's confidence and interest in mathematics.
- The childminder teaches children about the importance of healthy eating. For example, during play, the children explore play food. Through discussion, the childminder revisits children's knowledge about healthy foods. This helps children gain an early understanding of how to keep themselves healthy.

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:

- provide more opportunities for children to think and respond with their own thoughts and ideas when asked questions.

Setting details

Unique reference number	250947
Local authority	Suffolk
Inspection number	10367265
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	14
Number of children on roll	14
Date of previous inspection	1 February 2019

Information about this early years setting

The childminder registered in 1996 and lives in Lakenheath, Suffolk. She operates from 7.45am to 5pm, Monday to Friday, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Lisa Weston

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on the children's learning.
- The children communicated with the inspector during the inspection.
- Parents shared their views of the setting 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.

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