

Childminder report

Inspection date: 22 August 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 quiet, calm, nurturing and inclusive learning environment. Children are busy in their play, and quieter children are sensitively included and supported. As a result, all children feel valued. Children feel safe and are quick to turn to the childminder for comfort when needed. For example, when children take a tumble, the childminder is quick to offer a cuddle. As a result, children are quickly reassured and return to their play.

The childminder knows the children well and makes detailed assessments of where they are in their learning. This enables her to focus on what children need to learn next and planning resources to support good progress. Children have access to an array of resources that the childminder thoughtfully rotates. This keeps learning fresh and holds children's engagement. The childminder enhances children's curiosity about the natural world and uses well-thought-out and spontaneous opportunities to extend children's learning. For example, she adds rosemary from the garden to the sandpit and discusses a hazelnut skin that a squirrel has discarded with children as they play.

Older children guide and support younger children in their play and with their self-care. For example, they remind younger children, 'Wash your hands, snack' and 'Don't touch the bin.' In this way, children begin to develop an understanding of how to stay healthy. Children's behaviour is good. The childminder encourages sharing and taking turns. When children struggle to make their needs known, the childminder is quick to support with understanding. This lowers frustrations and supports children in building friendships.

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

- The childminder is a good role model. She praises and thanks children and encourages them to say 'please'. This supports children with their self-esteem and develops their understanding of good manners.
- Children chat away to their friends and to adults. The childminder correctly repeats words back to children as they speak and adds words such as 'fringe' into conversation. As a result, children hear correct word pronunciation and also increase their vocabulary.
- Children play well together. They make 'tea' for each other and for adults as they role play. Children are happy to approach people they are unfamiliar with in the childminder's home and include them in their play. This means that children feel safe and secure.
- The childminder promotes children's development of their fine motor skills through adult-led activities. For example, she makes play dough and encourages children to roll, squeeze and snip it with scissors. The childminder smartly

includes mathematics into learning as children count each snip they take, saying, 'One, two, three, all done.'

- Children choose books for themselves and turn the pages. They ask the childminder, 'What's that?' The childminder cleverly helps children to develop their thinking skills by giving them time to find the answer themselves.
- The childminder promotes independence for all children. For example, older children take themselves to the toilet and wash and dry their hands. Younger children cut up a banana independently at snack time with little support.
- The childminder uses children's names at every opportunity she can. This means that children understand their uniqueness and sense of self.
- Children have an array of resources to hold their engagement and promote their learning. However, they move quickly from activity to activity and, for example, do not always support the childminder with her requests to tidy up. This means that children do not have a full understanding of the routines in place, or have an awareness of when one activity finishes and another begins.
- Parents hold the childminder in high regard. They comment that their children's development has 'come on leaps and bounds'. Parents feel informed about children's progress throughout the day and receive regular updates, which they describe as 'insightful and informative'. Their children make friends and feel safe and secure.
- The childminder keeps up to date with training and works alongside other early years professionals to gain inspiration for children's learning. As a result, her knowledge stays current and fresh.
- Outside, children climb up and slide down a slide and practise their balancing skills on wooden stepping stones. As result, they develop their gross motor skills and confidence.

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:

- embed routines to support children with transitions during their day, for example at tidy-up time.

Setting details

Unique reference number	251168
Local authority	Suffolk
Inspection number	10351705
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	2 to 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	9 October 2018

Information about this early years setting

The childminder registered in 1989 and lives in Ipswich, Suffolk. She operates all year round from 7.45am to 5.45pm, Monday to Thursday, except for bank holidays and family holidays. Occasionally, the childminder's husband works as her assistant.

Information about this inspection

Inspector

Vanessa Hancock-Sharman

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 childminder.
- The inspector completed a learning walk with the childminder and discussed what the childminder wants children to learn.
- The inspector spoke to children during their play.
- The childminder and the inspector carried out a joint observation and held a discussion.
- The inspector read testimonials from a number of parents and took them into account.
- The inspector observed the quality of the interactions between the childminder and the children, and assessed the impact of these on children's learning and development.
- The inspector looked at relevant documentation, including children's record of attendance and progress checks between the ages of two and three years.

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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