

Childminder report

Inspection date: 22 April 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

Children are happy and settled in the care of this friendly and attentive childminder. She fosters children's emotional well-being effectively. Children are exceptionally secure in their relationships with her. They readily go to her for cuddles, reassurance and to share their play and learning. The childminder is careful to ensure that all children are fully included in the activities and routines of the day. She shares her time equally between them. The childminder is calm and gentle and treats children with positive regard. Children respond well to the consistent ground rules. They are learning to share and take turns.

The childminder chats to children as they play, providing a running commentary of what they are doing. She provides a varied range of age-appropriate toys and resources indoors that promote all areas of learning. Children are encouraged in their physical development. They confidently push the wheeled toys around the garden and concentrate as they work to stack the plastic beakers. Children have daily opportunities for exercise and fresh air, which helps to promote their good health and physical well-being. The childminder plans and provides daily outings. Children learn about people and communities beyond their immediate experience.

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

- The childminder knows the children well and talks confidently about them. She knows what she needs to do to move them forward in their learning and development. Children are developing a positive attitude to learning. They acquire the key skills they need to be ready for the next stage of their learning, such as moving on to nursery or school.
- Children are encouraged to choose what they want to do. The childminder is led by the children's interests. She recognises the short concentration span of younger children and readily moves on to another activity when children's interests change.
- The childminder provides equipment to support children's physical development outdoors, such as wheeled toys, balls and hoops. However, she does not routinely consider all areas of learning to support children who learn best outdoors.
- Children are becoming confident communicators. The childminder supports their developing speech and language skills well. She introduces new vocabulary and mimics taking turns in conversation. The childminder introduces numbers and counting, for example by counting with children as she fastens the poppers on their vests after their nappy has been changed.
- The childminder manages unwanted behaviour well. She gently and calmly reminds children of the importance of not taking toys from others. Children are helped to consider the needs and feelings of their friends. The childminder

values and praises children's individual efforts.

- Children are helped to learn about the importance of good hygiene routines. They manage their personal hygiene needs relevant to their age and stage of development. The childminder follows children's routines for sleeping and feeding. This helps to promote continuity of care and supports children's sense of belonging.
- Children are helped to play in ways that are safe for themselves and others. They learn to take managed risks when on outings, such as using the equipment in the local playgrounds. The childminder regularly meets up with other childminders and their children, actively supporting children's developing social skills.
- The childminder is committed to providing a good-quality experience for children. She reflects on activities and routines to judge their success and makes changes as needed. This helps to ensure that children receive consistently good-quality care and learning.
- The childminder maintains mandatory training, such as paediatric first aid. She is enthusiastic about developing her skills and knowledge, such as attending a music course with the children to learn about ways to incorporate music into a home setting.
- The childminder has strong partnerships with parents. She keeps them fully informed about their child's day and learning. Communication is good. Written testimonials from parents demonstrate the high regard they have for the childminder, describing her as 'part of our extended family'. They state that they could not think of anyone better to look after their children.

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:

- make better use of the outdoor area to consistently promote children's progress across all areas of learning.

Setting details

Unique reference number	251198
Local authority	Suffolk
Inspection number	10308052
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	16 March 2018

Information about this early years setting

The childminder registered in 1990 and lives in Kesgrave, Suffolk. She operates during school term time from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Jacqui Mason

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 setting.
- The childminder and the inspector had a discussion to help the inspector understand how the early years curriculum is organised.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector spoke at appropriate times throughout the inspection. The inspector observed an activity and jointly evaluated this with the childminder.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the setting through written testimonials.

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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