

Childminder report

Inspection date:

7 August 2024

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

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

The childminder has not fulfilled their responsibility to provide Ofsted with the required information to ensure suitability checks are carried out for assistants. However, this has minimal impact on the safety of children because the childminder ensures that children are not left alone with anyone whose suitability has not been checked.

Despite this breach of requirements, the childminder provides a homely environment where children develop a strong sense of belonging. For example, children are encouraged to hang up their coats and store their shoes next to the hooks. This helps them to find their belongings easily for themselves when it is time to go outdoors. The childminder's positive approach encourages children to become fully involved in activities and develop good concentration. Children are encouraged to make choices in their play, from a wide range of activities and outings that reflect their interests. For example, children enjoy using the chunky chalks to make circular marks on the board. The childminder asks them about their drawings to help spark their imaginative ideas and extend their language skills.

The childminder is a good role model. She has high expectations for children's behaviour. She reinforces expectations and desired behaviours to help children to learn how to keep themselves safe. For example, children understand the importance of walking sensibly and staying close to the childminder when walking in the local community.

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

- Weaknesses in the childminder's recruitment procedures mean that the required checks have not been completed for all individuals who work with the childminder. However, assistants do not have unsupervised access to children. This minimises the impact on children's safety.
- The childminder provides children with an ambitious curriculum, which is built on what children already know and can do. She uses information from parents and her assessments to plan activities. For example, the childminder organises visits to the local library to ignite children's enjoyment of a wider range of stories and rhymes. Children show high levels of enjoyment in their learning and make good progress.
- Children's communication and language are supported well. The childminder talks with the children as they play and gives them time to think and respond to questions. She encourages younger children to use the correct names when identifying insects, such as a caterpillar. This helps to extend children's vocabulary.
- The childminder plans rich opportunities for children to be creative using

different media and materials. For example, she shows younger children how to use a pasta cutter to make zig-zag marks in clay and encourages them to pinch and flatten it into different forms. This helps children to strengthen their small muscles and control in preparation for future learning, such as writing.

- The childminder makes sure that children benefit from plenty of fresh air and exercise. She makes particularly good use of the local outdoor spaces and equipment to encourage children to climb, balance and jump. With plenty of opportunities to practise, younger children become adept at climbing the roped slope to reach the top of the slide.
- Children are encouraged to be inquisitive about the world around them. The childminder prompts them to look under logs to find living creatures and talks to them about the different features of flowers. Children are taught to be respectful and show compassion as they observe bugs on the ground and avoid standing on them.
- In warmer months, the childminder is careful to plan outings at the beginning of the day and talks to children about the importance of wearing hats, applying sun cream and drinking often. This helps children to understand how they can keep themselves safe from the damaging effects of the sun and ensures their health is well supported.
- The childminder has reflected on her practice since the last inspection. She welcomes support from early years advisers, which helps her to build a clear understanding of her strengths and areas for improvement. The childminder attends training to extend her awareness of child development. This training has helped her to plan a wider range of opportunities for children to extend their mathematical skills.

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 and Childcare Register the provider must:

	Due date
ensure that Ofsted is provided with the required information regarding all individuals who work with the children so that relevant suitability checks can be carried out.	23/08/2024

Setting details

Unique reference number	251226
Local authority	Suffolk
Inspection number	10351793
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	16
Date of previous inspection	17 October 2018

Information about this early years setting

The childminder registered in 2001 and lives in Needham Market, Suffolk. The childminder sometimes works with an assistant. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Clements

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 childminder talked to the inspector about their curriculum and what they want the children to learn.
- The inspector joined the childminder and children on an outing to the local lake.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children communicated with the inspector during the inspection.
- 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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