

Childminder report

Inspection date: 15 July 2025

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	Requires improvement
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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 childminder's care and demonstrate that they have developed positive relationships with her. They show that they feel safe and secure and confidently explore their surroundings. The childminder follows children's lead, actively supporting them to select what they would like to do next. Children enjoy being outdoors in the childminder's garden and benefit from ample opportunities to participate in active play, which positively contributes to their overall health and well-being. Favourite activities include using scooters and ride-on toys. The childminder's positive approach encourages children to become fully involved in activities. For instance, children eagerly take part in 'sport's day', where they balance beanbags and throw balls, which fosters children's physical skills and coordination. Children listen well to instructions. They understand and follow the childminder's rules and boundaries. The childminder maintains a calm and supportive manner, when communicating with the children. She gently guides them to share and take turns.

Children practise healthy habits, such as washing their hands after using the toilet and before meals. The childminder encourages them to be helpful and children readily tidy-up toys to make space for something new. Children receive plenty of encouragement and praise from the childminder.

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

- The childminder is fully aware of notifying Ofsted of any changes to household members. She has acted on advice, support and guidance that she received from the local authority to help develop and improve her practice. The childminder now ensures that all suitability checks are in place for any individuals who may work alongside her.
- The childminder gets to know the children well and talks confidently about their individual needs. She is fully aware of what children are interested in and knows what they like to do. The childminder uses these interests to help children learn through play. She makes regular assessments of children's progress and has a good understanding of what children need to learn next. The childminder provides children with a range of experiences to support their ongoing development.
- Children enjoy books and request that familiar stories are read to them. The childminder positions herself well so that all children can see the pictures. She reads with expression and enthusiasm, which helps to captivate children's attention. Children anticipate key words and know what will happen next.
- The childminder develops strong relationships with parents and keeps them well informed about their children's day. Parents express their thoughts about the service the childminder provides. Written comments show nothing but praise for

the childminder. They say that their children 'love' attending and that the children are 'safe and well looked after'. Parents value the different places the childminder takes their children to and comment positively on the progress their children have made.

- Children are inquisitive about the world around them. The childminder encourages children to talk about the potatoes they have been growing at the setting, and they eagerly point out a bumble bee as it lands on a flower. The childminder engages children in conversations. In the main, teaching is strong. For example, the childminder supports children to develop their early mathematical skills, as she weaves counting and colour recognition into children's play. However, there are times when the childminder does not always encourage children to think more deeply or provide enough challenge to promote children's thinking skills.
- The childminder refreshes her knowledge and skills and ensures that she completes statutory training, such as paediatric first aid. She takes responsibility for keeping up to date with any changes to local procedures.
- Children have regular opportunities to further develop their social skills and confidence. For example, the childminder takes them to local groups, where they can mix with other children.
- The childminder understands the importance of building an effective two-way flow of information with other early years settings children also attend. However, she has not yet established effective working relationships with all these settings. This means that relevant information to support continuity of children's learning is not robust.

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:

- enhance interactions to provide greater challenge and opportunities for children to think critically and achieve as much as they can
- persevere with efforts to establish effective partnerships with others who provide care and learning for the children to ensure all opportunities to support children's learning and development are fully used.

Setting details

Unique reference number	251226
Local authority	Suffolk
Inspection number	10364713
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 9
Total number of places	3
Number of children on roll	12
Date of previous inspection	7 August 2024

Information about this early years setting

The childminder registered in 2001 and lives in Needham Market, Suffolk. The childminder operates all year round, except for bank holidays and family holidays. She opens from 7.30am to 5pm, Tuesday to Thursday and from 8am until 5pm on Mondays for school-age children. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Karen Harris

Inspection activities

- The childminder talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- Children spoke to the inspector during the inspection.
- Parents provided the inspector with written feedback, which the inspector took into account.
- 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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