

Childminder report

Inspection date:

25 September 2025

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children flourish in this nurturing and inclusive setting. The childminder creates a calm and welcoming environment, where children feel safe, secure and valued. There are strong and respectful relationships. The childminder supports children with showing kindness to one another. She helps them to develop a clear understanding of right and wrong.

The curriculum is thoughtfully planned and ambitious. It builds on what children already know. The childminder introduces children to new ideas and experiences that spark their curiosity and promote positive attitudes to their learning. She encourages children's independence throughout the day. Children confidently manage tasks for themselves, such as putting on aprons or helping at snack time. They receive support and gentle encouragement from the childminder.

Children enjoy a wide range of meaningful experiences, including visits to woodlands and places of worship, and creative activities, such as painting and music. The childminder uses these experiences to help children to learn about the world around them and build essential skills across all areas of learning. She carefully sequences activities to support every child's progress. Children behave well and respond to the childminder's consistent guidance. They enjoy revisiting previous learning. Children show concentration during activities and enjoy practising new skills. For example, they independently choose turn-taking games to play and use learned skills to negotiate and cooperate well with one another.

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

- The childminder has clear and ambitious intentions for the curriculum. She promotes confidence, kindness and respect, helping children to prepare for school and life in modern Britain. As a result, children develop resilience, curiosity and a strong sense of self.
- The childminder places a strong focus on diversity and inclusion. Children visit different places of worship and talk about different cultures and beliefs. This helps children to understand and respect differences and learn that everyone is equal.
- The childminder nurtures children's independence consistently. She models how to manage tasks for themselves and supports them to build confidence in their abilities, such as putting their own shoes on. This helps children to become self-reliant and motivated to try new things.
- The childminder ensures that children's learning is well sequenced and inclusive. She adapts activities so that all children can take part at their level. For example, younger children use bells during music sessions, while older children play drums. This helps everyone to feel included.

- The childminder prioritises children's language and communication. She weaves songs, rhymes and conversations through the day. The childminder introduces new vocabulary meaningfully and gently models the correct pronunciation. This supports children to become confident speakers and listeners.
- Children learn to lead healthy lives. The childminder ensures that children have ample opportunities for physical play, both indoors and outdoors, and enjoy nutritious snacks. The childminder uses mealtimes and snack times to revisit children's learning and introduce new concepts.
- The childminder skilfully weaves mathematical and scientific ideas into children's play. Children count objects, use positional language and explore cause and effect. For example, they mix paint or observe how paper changes when wet. This supports children's early thinking and problem-solving.
- Relationships are warm and supportive. The childminder models respectful behaviour and helps children to navigate social situations, such as resolving conflicts and taking turns.
- The childminder reflects on her practice and seeks improvement. She attends regular training and adjusts her teaching to support children more effectively. For example, the childminder allows children more thinking time when asking questions.
- Parents and carers say their children are happy, often talking about the childminder at home. They feel well informed and appreciate that any concerns about their child's development are communicated clearly and addressed promptly. Parents value the childminder's warm and flexible approach, which they say has supported their children to settle quickly and manage transitions with ease.
- Overall, the childminder plans and sequences care routines and activities to include babies and young children, promoting their independence. However, at times, the childminder does not fully consider the specific needs of the youngest children. For example, she does not consistently support babies how to use paint appropriately. This can sometimes result in them not being fully involved in the activity.

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:

- consider the development stage of babies and young children so that activities and care routines are always age-appropriate and promote their involvement.

Setting details

Unique reference number	251277
Local authority	Suffolk
Inspection number	10408041
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	0 to 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	23 January 2020

Information about this early years setting

The childminder registered in 1995 and lives in Bramford, near Ipswich. She operates all year round, from 7.30am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Suzie Squirrell-Hughes

Inspection activities

- The childminder showed the inspector around the provision and discussed how she ensures that it is safe and suitable.
- The childminder spoke to the inspector about their intentions for the children's learning.
- The inspector observed the quality of education being provided and assessed the impact on the children's learning.
- The children spoke to and interacted with 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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