

Childminder report

Inspection date: 16 January 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a stimulating and exciting environment for children, which holds their attention and maximises learning. Children are happy in their play. They show enjoyment and strong engagement as they sing nursery rhymes, follow actions and hop like 'little bunnies'. The childminder and her assistants have high expectations for children's independence and development of skills to prepare them for the next stage in their learning. They embed routines to help children build familiarity and understanding in their day. Children put on their own shoes and skilfully fasten them.

The childminder ensures that all children have free choice and access to an array of different resources. Children's individuality is valued and respected. Children are addressed by their own name and asked what they would like to do. The childminder and her assistants encourage children to challenge themselves and offer support and guidance only when needed. For example, children cut with scissors independently and are supported only with their grip when needed. As a result, children gain confidence in their own abilities.

The childminder and her assistants promote a 'maths mastery approach' to children's learning. Mathematical language threads through everything they do. Alongside counting and number recognition, children learn about colour, measurement, distance, size and space.

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

- The childminder and her assistants know their children well. The key-person system in place ensures that there are focused next steps in learning identified for each child. As a result, children make good progress with their individual learning.
- Children display confidence and show that they feel safe and secure. For example, they are happy to approach visitors to the setting and include them in their play.
- Children enjoy opportunities to engage in art and craft activities, and they glue, stick and cut. This supports children's development of their fine motor skills and prepares them for early writing. Children's artwork is displayed for all to see. As a result, children's sense of achievement is deepened and their self-esteem increased.
- Story time is skilfully animated and interactive. The childminder and her assistants use props and include children's voices as they turn the pages. This holds engagement, drives a motivation for early reading and promotes a love of books.
- Overall, the childminder and her assistants provide a language-rich environment.

They narrate what children are doing, ask them questions and introduce new vocabulary. However, there is not always enough time given to children to allow them to think further regarding the questions asked or to further develop and extend conversations to increase their knowledge and understanding.

- Parents hold the childminder in high regard. They describe her as 'professional and caring'. Parents comment positively on being well informed and the flexibility to support individual family needs. The childminder is reflective in her practice and with her assistants, works closely with parents to ensure that their children settle well and feel included in their children's learning.
- Children with special educational needs and/or disabilities make good progress. The childminder and her assistants work closely alongside parents, the local authority and other professionals to ensure that correct support is in place to help children to make the best progress they can.
- The childminder continually reviews risk assessments so that they are robust and ensure the safety of children at all times.
- Children enjoy use of a secure garden. They climb up and slide down slides and roll balls down ramps. 'I did it. I did it', they gleefully say. This supports the development of children's large motor skills as they run, bend, climb and slide.
- The childminder and her assistants are good role models. They promote good hygiene practice for children. For example, children are encouraged to wash their hands before lunch and use individual disposable paper towels to dry them.
- Children's behaviour is excellent. The childminder and her assistants support children to have patience, take turns and share. For example, children sit patiently as they wait for lunch and take turns in adult-led activities. As a result, children develop skills that support them to form friendships.

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 teaching further to support children to develop their thinking skills and extend their knowledge and understanding during conversations.

Setting details

Unique reference number	251323
Local authority	Suffolk
Inspection number	10368384
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 8
Total number of places	12
Number of children on roll	19
Date of previous inspection	19 March 2019

Information about this early years setting

The childminder registered in 1998. She works with an assistant. The childminder operates all year round, from 7.15am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. The childminder provides funded early education for all eligible children.

Information about this inspection

Inspector

Vanessa Hancock-Sharman

Inspection activities

- The inspector completed a learning walk with the childminder and discussed what she wanted the children to learn.
- The inspector and the childminder carried out a joint observation and held a discussion.
- Children spoke to, communicated with, the inspector during the inspection.
- The inspector observed the quality of the interactions between the childminder, her assistants and the children and assessed the impact of these on the children's learning and development.
- The inspector looked at documentation, including progress checks for children aged between two and three years and the daily register.
- The inspector discussed first-aid arrangements.
- The inspector discussed safeguarding procedures with the childminder and her assistants.
- The inspector spoke to, and read testimonials from, parents and took their comments into account.

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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