

Childminder report

Inspection date: 30 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they are familiar with the childminder's setting and show that they feel happy and safe in this caring, homely environment. Children move about the ground floor with confidence as they select what they would like to do next. They show that they have formed secure attachments to the childminder and are settled in her care. Children spontaneously approach the childminder for a cuddle. They enjoy helping the childminder to carry out tasks. For example, children are eager to help take items outdoors in preparation for a creative activity. They show curiosity as they explore the resources. The childminder supports children to have resilience. If they are unable to do something, such as joining large puzzle pieces together, the childminder gently encourages children to try a different approach. She interacts with children in a warm, gentle manner and provides plenty of encouragement and praise. Children respond positively and are keen to involve the childminder in their play.

Children's independence is supported well from an early age. They peel their banana at snack time and know where to find their shoes, and have a go at putting them on, before going outdoors. The childminder provides appropriate support when needed.

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

- The childminder forms strong partnerships with parents. She communicates well with them to keep them informed about their children's day and the activities they take part in. Parents are very complimentary about the childminder and the service she provides. They comment that she 'instinctively follows the child's lead' and that they feel well informed about their child's progress.
- Children's personal care needs are managed effectively. The childminder asks children's permission before taking them to have their nappy changed and promptly wipes their noses when needed. Children become independent in their self-care. The childminder notices when they are ready to start using the potty or toilet and works closely with parents to agree on a consistent approach. The childminder supports children to learn about healthy practices, such as washing their hands before eating and after using the toilet.
- The childminder knows the children well and talks confidently about them. She knows where they are in their learning and provides suitable toys and activities that she knows children will be interested in. However, there are times when the childminder focuses on extending the learning of older children and does not help younger children to sustain high levels of interest and engagement.
- Children have daily opportunities for fresh air and exercise, either in the childminder's garden or on trips out to places in the local environment. This helps to support children's physical development. The childminder provides

children with meaningful experiences to help them make sense of the world. For example, she takes children to the local woods for nature walks and visits horses in the nearby field.

- The childminder speaks to children continuously, introduces new words and models correct language. Children recall the songs they have learned. The childminder has age-appropriate books available but does not encourage children to access them at all times, or regularly read to them. This does not best help children develop a love of books or foster their communication and language skills.
- The childminder clearly enjoys her role. She identifies, and attends, training to further develop her understanding and skills. The childminder uses new knowledge gained from training to further develop her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She ensures her home is safe and secure and knows the procedures to follow should she have any concerns about the welfare of children. The childminder knows how to report any safeguarding concerns to the correct agencies. She completes training courses which help to update and extend her safeguarding knowledge. The childminder is fully aware of wider child protection issues, such as the 'Prevent' duty.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- support younger children to maintain high levels of engagement and involvement in activities
- develop children's love of stories and books to further support their communication and language development.

Setting details

Unique reference number	2545650
Local authority	Suffolk
Inspection number	10232011
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Mildenhall, Suffolk. The childminder operates all year round from 7am to 6pm, Monday to Friday, 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

Karen Harris

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic on the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector all areas of the premises used for childminding and discussed how they ensure they are safe and suitable.
- The inspector observed the interactions between the childminder and children and evaluated the quality of education being provided.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed children's learning inside and outside and interacted with children at appropriate times.
- Parents provided the inspector with written feedback and the inspector took account of these views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons living in the household.

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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