

Childminder report

Inspection date:

3 November 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in this warm and inviting home-from-home provision. The childminder is nurturing, patient and incredibly responsive to ensuring all children's individual needs are met. The childminder talks to children all the time, introducing new vocabulary and singing favourite nursery rhymes. The childminder responds exceptionally well to young children's first words and gestures as they learn to communicate. The childminder prompts appropriate discussions about the subject matter being taught. She expertly deepens and checks children's understanding by using age-appropriate and stimulating resources. The childminder's teaching approach is motivational as children challenge themselves and show high levels of curiosity and engagement in their play.

The childminder spends quality time with all children and knows them remarkably well. The way the childminder goes about developing children's personality is exemplary. The childminder values each child as unique, and she adapts teaching to support individual preferences and learning styles.

The experiences that the childminder provides for children are astounding. Real-life experiences are at the heart of the childminder's curriculum. For example, the childminder takes children on trips such as to the local cathedral to see the stained-glass windows. Children develop their knowledge of colour and shapes with an awe-inspiring visual experience.

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

- The childminder builds strong and trusting relationships with parents. Daily face-to-face communication and regular online updates of children's activities and progress are appreciated by parents. The childminder undertakes robust and accurate assessments of children's progress. She plans activities using these secure assessments and supports children to achieve their next steps in learning. Parents are actively involved in their children's learning and their first-hand knowledge and input are welcomed. The childminder works collaboratively in partnership with parents. These partnerships contribute to the significant progress that all children make across the seven areas of learning.
- The childminder demonstrates exceptionally high-quality hygiene routines. These effective care practices promote and support children's emotional security and development of their character. This is evident when young children demonstrate high levels of resilience, motivation and independence when following self-care routines. The childminder makes these hygiene practices fun and the routines, such as washing hands before eating, are consistent. As a result, children are motivated and increasingly independent in managing their self-care needs.

- The childminder actively promotes children's mathematical skills. She skilfully uses opportunities to incorporate numbers into children's everyday play. For example, during a playful activity with a cuddly spider, the childminder counts the spider's legs and children love to join in. The childminder supports children's early literacy development. She provides lots of mark-making opportunities and activities that support fine motor development. Children develop a love of books and reading, which is enhanced with regular trips to the local library.
- The childminder is extremely passionate about promoting equality and diversity and preparing children for life in modern Britain. Children delight in weekly visits to the local butcher and farm shops, where they are beginning to recognise those who help us. The childminder teaches children how they can contribute positively to society. For example, children take part in recycling their waste and learning about what happens to it with visits to a local recycling plant. The childminder's sequenced teaching ensures that children remember long term what they have been taught and to integrate new knowledge into larger concepts.
- Children are confident and lead their own play. They enjoy inviting the childminder into their play. The childminder fosters affectionate and secure relationships. Children are extremely well behaved and understand what is expected of them as they respond positively to respectful and gentle prompts from the childminder. The childminder gives consistent and meaningful praise for children's efforts, boosting self-esteem and positive behaviours. Children are learning to share and accept the needs of others.
- The childminder has a clear and ambitious vision for providing high-quality, inclusive care for all. The childminder is reflective and dedicated to continually improving her practice to ensure all children, including those with special educational needs and/or disabilities, receive the best possible outcome.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given unquestionable priority. The childminder demonstrates that she is able to identify children who may need early help or are at risk of neglect, abuse, grooming or exploitation. She implements effective risk assessments to ensure that children can play safely, indoors and outdoors. The childminder ensures she is up to date with safeguarding training and has a clear understanding of keeping accurate records, making timely referrals where necessary and working with other agencies to ensure children get the help that is needed. The childminder knows what action to take if an allegation is made against her.

Setting details

Unique reference number	2598848
Local authority	Suffolk
Inspection number	10251507
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Bury St Edmunds. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Louisa Taylor

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector and the childminder discussed the impact of the pandemic, and the inspector has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for children's learning. The childminder discussed with the inspector how they ensure both the indoor and outside environments are safe and suitable.
- The inspector discussed with the childminder how she will implement the curriculum and support all children to make progress, including how the childminder intends to plan, observe and assess children in their care.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children.
- The inspector held a meeting with the childminder and also discussed self-evaluation.
- The inspector viewed evidence of the suitability of 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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