

Childminder report

Inspection date: 9 November 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 show they are happy and settled in this warm and inviting environment. They form good relationships with the childminder, who provides them with lots of praise and reassurance. This supports children to develop confidence and self-esteem. Children display high levels of curiosity as they explore their surroundings. For example, they use resources, such as wooden planks, to build an obstacle course. Children persevere as they work out how to move across the obstacle course they have created. They beam with pride when they achieve their goal.

Children are confident to explore the activities that interest them. For example, they show delight as they play musical instruments. Children laugh and giggle with their friends as they learn new songs and sing familiar ones. They explore the magnetic shapes and sort through them to find the ones they need to help them build a house.

The childminder manages children's behaviour effectively. She is calm and supportive when she talks to the children about managing their feelings. The childminder encourages children to be polite and develop good manners. They say 'please' and 'thank you' at appropriate times during their play.

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

- The childminder creates a curriculum that is engaging and follows the children's interests. She plans activities that motivate children to be active learners. For instance, children hum to themselves as they complete a puzzle. They count the frogs on the puzzle pieces and show delight as they dance around, making frog sounds. Children enjoy using pens and pencils and look in awe as they discover the marks they are making.
- Children enjoy being physically active. They use ride-on toys and play ball games in the garden. They also navigate the climbing apparatus and swing from the beams in the soft playroom area. This helps to develop their physical skills and coordination.
- The childminder supports children's independence and self-care skills. They wash and dry their hands and show pride in their achievements. Children are actively encouraged to have a go at putting on their shoes and coats before going outside.
- Younger children show high levels of imagination. Children create role-play scenarios based on their own experiences from what they see at home, such as cooking. They enjoy preparing 'dinner' in the pretend kitchen. The childminder supports children to follow their ideas. This fully promotes children's imagination.
- Overall, children receive good support with their learning. The childminder gives children time to explore activities and practise acquired skills. However, the

childminder does not consistently extend and challenge children's learning, to help them make the best possible progress.

- Children benefit from a language-rich environment. The childminder uses clear language and introduces new words to children through activities. She listens to children as they speak and repeats words back to them so that they can hear the correct pronunciation. This helps to develop children's listening and speaking skills.
- The childminder supports children who speak English as an additional language well. She speaks additional languages and uses these skills to support children with their language and communication. The childminder offers an environment where children can develop their language skills effectively.
- The childminder skilfully embeds mathematics throughout the day. Children recognise and count numerals as they complete a number puzzle. They compare sizes and understand concepts such as 'big' and 'small'. Children identify and name the different shapes of the magnetic blocks, such as 'square' and 'circle', as they design a house.
- Children develop a love of books. The childminder understands the importance of sharing stories and provides a wide range of books for children to explore. Children carefully turn the pages over and recall the characters in the story. The childminder reads to the children in an exciting and engaging manner. This helps children to become thoroughly immersed in the story.
- The childminder works in partnership with parents to ensure children can continue their learning at home. She keeps parents updated on all aspects of their child's learning and progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge and understanding of the signs and symptoms that may indicate a child is at risk of harm. She fully understands the procedures to follow, and the appropriate agencies to contact, should there be any concerns about a child's safety or well-being. The childminder's house and garden are extremely well organised and are a safe environment in which children can play and explore. She understands the procedures she must follow if an allegation is made about her or a member of her household. The childminder has secure knowledge of wider safeguarding issues, such as female genital mutilation and radicalisation.

What does the setting need to do to improve?

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

- strengthen teaching to ensure children are significantly challenged in their learning, to help them make the best possible progress.

Setting details

Unique reference number	2600913
Local authority	Suffolk
Inspection number	10251573
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 3
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 2020 and lives in Newmarket. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status. She accepts funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Diane Middleton

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- Discussions were held with the childminder and children at appropriate times throughout the inspection.
- The childminder discussed the curriculum intent and how the provision is organised during a learning walk with the inspector.
- The inspector reviewed a variety of documents, including evidence of the suitability of those living in the household and first-aid certificates.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of teaching on children's learning.
- The inspector spoke to the childminder about how she supports children who speak English as an additional language.

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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