

Childminder report

Inspection date: 9 December 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 arrive at this welcoming, home-from-home environment with big smiles. They happily go off to explore and become quickly engaged in activities that interest them. Children make play-dough 'snowmen'. They show control and precision using scissors and cutters to shape their dough. Younger children explore the texture of pom-poms and artificial snow.

The childminder demonstrates she knows the children extremely well. She matches activities to children's emerging interests. For example, some children recently travelled on a train. The childminder set out activities to build train tracks and link carriages. She initiated meaningful interactions with children. She asked them, 'how many carriages did the train have?' and 'what noise did the train make?'. This helps children to make connections in their learning.

Children show they feel safe and secure. They cuddle closely to the childminder as they play. They laugh and giggle as she sings familiar songs and wiggles hand puppets. Children are keen to celebrate their successes with her. They say 'ta da' as they hold up their finished art work. The childminder is kind and caring. She observes children closely and responds to their needs promptly. For example, she recognises when children are hungry and is quick to prepare healthy snacks.

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

- The childminder places importance on developing children's independence. She encourages them to manage their own shoes and coats. Even very young children show a proficiency in self-care routines. The childminder supports children's emerging milestones. For example, she skilfully uses children's love of dolls to explain the transition from nappies to using the toilet.
- Children make good progress from their starting points. They benefit from a range of high-quality learning experiences. The childminder can confidently explain children's next steps, and she uses this knowledge to plan purposeful activities to embed learning. For example, children participate in weekly gymnastics to improve their balance and coordination.
- Children spend lots of time being physically active. The childminder has developed a truly exciting outdoor provision. As a result, children are inspired and show excellent physical expertise. They whizz up and down slopes on balance bikes and jump with two feet over logs. The childminder captivates children's interest by enticing them to follow her through a 'bear hunt' trail. She invites them to 'stomp and splash' through 'water and mud'. Children shriek with laughter as they follow the trail. They say, 'let's do it again' when they reach the end.
- Children learn the importance of leading healthy lives. The childminder positions

posters of fruit and vegetables at children's height. She refers to them as she talks to children about healthy eating. Children confidently explain that bananas and apples are healthy. The childminder talks to children about hygiene routines. Children know the importance of washing their hands before meals.

- The childminder supports children's mathematical development effectively. She introduces new shape names, such as hexagons and semicircles. Children show a real interest in shapes they see around them. They point and tell each other 'that's a triangle, that's a circle'. Children use number names as they play. They count as they play chasing games.
- The childminder is committed to continually building her skills and knowledge to improve outcomes for children. She targets training and evaluates her provision regularly. She networks with other childminders to share good practice and ideas.
- Parents say their children are very happy and are making great progress in the childminder's care. They praise her for providing regular, detailed feedback on their children's learning and development. They especially appreciate the wide range of activities and trips she organises. Parents comment that they would highly recommend her to other parents.
- The childminder models positive behaviour and offers regular praise. For example, she tells children 'well done' when they help to tidy away toys. This helps children to feel valued and respected. However, the childminder does not always support children to recognise when their behaviour impacts others. For example, children play and tell others, 'that's mine' and 'I had that'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of safeguarding. She knows the correct procedure to follow to keep children safe, and understands her responsibility to report concerns, including allegations. The childminder updates her knowledge through ongoing training. She has developed a good working knowledge of wider safeguarding issues, such as county lines. The childminder creates a safe and secure environment for children to play and learn in her home. She undertakes robust risk assessments of the premises to keep children safe. She ensures the suitability of everyone living in the house through appropriate checks.

What does the setting need to do to improve?

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

- support children to develop a better understanding of how their behaviour may have an impact on others.

Setting details

Unique reference number	2609797
Local authority	Suffolk
Inspection number	10263694
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Lowestoft. The childminder operates all year round, from 8am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Oakden

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 provider and has taken this into account in the evaluation of the setting.
- The childminder talked to the inspector about what she wants children to learn and how the curriculum is planned.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- Children spoke to the inspector about the activities they were doing.
- Parents shared their views of the setting with the inspector.
- The inspector looked at a range of 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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