

Childminder report

Inspection date: 27 July 2023

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 are happy and demonstrate they feel at home with the childminder. Her warmth and knowledge of the children helps them to settle and feel safe in her care. The children's happiness is evident in their interactions and play. Whether they are nestling into the childminder as she brings a story to life, or playing with their peers, children exhibit equal levels of joy. The childminder's supportive presence helps them develop strong social skills, cooperation and the ability to express themselves. For example, when children have a disagreement, the childminder reminds them to stop and listen to what each other has to say.

Children develop their problem-solving skills and self-confidence as they play. For example, after observing older children on a balance board, younger children have a go. On their own, they tentatively try with one foot on the balance board and one foot on the ground, with a hand on the wall for support. As their confidence builds, they go back to have another go. They assess the risk and judge when to progress and take both feet off the floor. They test their limits and end up rocking gently back and forth, with both feet on the board.

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

- The childminder demonstrates a strong commitment to her role. She places children at the heart of what she does. Using her experience, she nurtures children's learning and growth. By understanding each child's unique requirements, she identifies their learning objectives. Through ongoing observations and her knowledge of the children, she plans activities that build upon their existing skills and knowledge. As a result, children make good progress in their learning and development. For instance, when children say they cannot open a bag of pipe cleaners, the childminder encourages them to try on their own, explaining it is like a bag of crisps. The childminder offers support and takes cues from the children. When they do open the packet, they exhibit a noticeable sense of achievement.
- The childminder understands the impact of the COVID-19 pandemic on children's development. She focuses on communication and language, as well as nurturing children's social development. She helps them to understand and talk about how they are feeling. She supports their friendships and gives them the words to express their feelings. By giving children the understanding and language to express how they feel, the childminder contributes to the children's sense of self-assurance and overall development.
- The childminder is passionate about what she does and her love for the role is clearly evident. She is reflective and draws on previous experience to support her practice. Although she continues with her own professional development, she does not feel it is all relevant to her own setting. Therefore, it is not as

beneficial in helping her reflect and develop her own practice as she would like.

- Partnerships with parents are good. Parents speak highly of the childminder and the care their children receive. They are happy with how well their children are progressing. Parents comment they are regularly informed about their children's daily activities and progress. The childminder and parents work well together to support the children's development and learning. This provides consistency for the children and the chance for them to repeat and practise new skills and knowledge.
- The childminder provides a language-rich environment. Her genuine passion for books helps engage the children. They are eager for the childminder to read many books to them. Her storytelling skills captivate the children and bring stories to life. By building on the children's love of books, the childminder uses opportunities throughout stories to introduce counting and new vocabulary. She prompts the children to think why they have paired up certain young animals with the adults. Children think and respond that they look the same. The childminder goes on to extend their vocabulary by introducing new words, explaining that 'cubs' is the term used for baby foxes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good awareness of all aspects of safeguarding, including female genital mutilation and 'Prevent' duty. The childminder accesses regular safeguarding training, and knows the procedure to follow should she have any concerns about a child's welfare. She knows what steps to follow and who she informs should an allegation be made against her or a household member. The childminder carries out regular checks of the premises and implements effective risk assessments to ensure that children are safe indoors and outdoors. She uses gates and stairgates to stop children accessing certain areas. This helps to promote their safety.

What does the setting need to do to improve?

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

- build on the review and development of practice, for example through establishing partnerships with similar settings for support and to share best practice.

Setting details

Unique reference number	2637360
Local authority	Suffolk
Inspection number	10289551
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 4
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 2021 and lives in Harleston, Suffolk. She operates all year round, from Monday to Friday, except for bank holidays and family holidays. From Monday to Thursday she operates from 8am to 6pm, and on Fridays she operates from 8am to 1pm. The childminder has an early years qualification at level 6. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nina Hopson

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 that into account in their evaluation of the setting.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, and assessed the impact that this has on children's learning.
- Parents shared their views of the childminder with the inspector.
- Children spoke to the inspector during the inspection.
- The inspector looked at a sample of documents, including evidence of training and the suitability of household members.

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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