

Childminder report

Inspection date: 26 March 2024

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 enjoy themselves in the childminder's care. They confidently decide what they would like to play with from the childminder's carefully selected resources. They welcome the childminder to join their games and experiments. In the garden, very young children watch and feel the water that pours from a tap into trays. When the water cascades down, they jump in the puddles with great excitement. The childminder introduces new words, such as 'splash' and 'splosh'. She does not move children on to new activities, allowing them to find a natural end to their play and explorations. This gives children time to learn at their own pace. They repeat actions and tasks, helping them consolidate what they know and understand. This follows the childminder's clear ethos to promote child-led learning, allowing children free and safe access both in the garden and in the playroom.

Children are curious. They carefully listen to the childminder's explanations about how things work, helping children learn about the world around them. For example, when children show an interest in a magnet, the childminder shows them the metallic surfaces that the magnet attracts. When there are questions the childminder cannot answer, she encourages children to find out with her, using books and suitable video clips that help children build on what they already know and understand. Other children notice the differences in printed money the childminder gives them when they pretend to buy items in a 'shop'. They recognise the different numbers and with the childminder's support begin to understand value and quantity.

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

- The motivated childminder has a strong desire to continually strengthen her already good knowledge and understanding to help promote children's learning and wellbeing. For example, she undertakes accredited courses to help her have a deep understanding about speech, language and communication. This helps the childminder adapt and enhance her curriculum to support children's learning. By the time children move on to school, they are confident, articulate individuals.
- The highly qualified childminder uses her professional experience to accurately assess children's development and progress. She works closely with parents and carers to help ensure children are supported at home to continue their learning journey. For example, the childminder provides each child with a bag in which they take books and resources for activities home. This helps to support children's continued good progress.
- From a very young age, children learn skills to help them become independent. For example, they put their wellington boots on before they go out into the garden. The childminder supports the youngest children with simple reminders and encouragement. Children are eager to succeed and are proud when they

have completed the task. By the time children go to school they are confident individuals.

- The childminder makes good use of the local environment and groups, including a group the childminder organises for other local childminders and children. These help to provide memorable learning experiences for children. In the childminder's home, children sit with her and look at photographs taken at special events and trips. Children recall what they found out about during the outings. This helps to trigger new interests and ideas for children to build on what they already know and understand. Parents visit the childminder's home to tell the children about the jobs they do. They share interesting aspects of their roles, helping children begin to find out about their local community and the people within it.
- The childminder maintains strong relationships with parents and carers. When children first start in her care, she finds out key information about children's routines, medical information and emergency contacts. She has conversations about what children already know and understand, helping her support their learning right from the start.
- Children behave well. They follow the simple rules the childminder sets. She gives gentle reminders to help children think about others when there are minor disputes about sharing and taking turns. Children talk about emotions, such as happy and sad. This helps them recognise and articulate how they are feeling to others.
- The childminder confidently follows children's interests and activities. She uses her skills to teach children at a level suited to their age and developmental stage. However, at times, the childminder's enthusiasm to support children hinders their opportunities to solve problems, predict outcomes or find different ways of doing things for themselves. As a result, children do not rapidly develop their own thinking skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- give children more time to solve problems, predict outcomes and find different ways of doing things for themselves and with their friends.

Setting details

Unique reference number	2654650
Local authority	Suffolk
Inspection number	10332939
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	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a BA Honours Degree in Early Years. She provides funded early education for two-, three-, and four- year-old children.

Information about this inspection

Inspector

Katrina Rodden

Inspection activities

- This was the first routine inspection the childminder has 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 her evaluation of the provision.
- The inspector observed activities in the childminder's home and garden. She spoke to the childminder and children at appropriate times throughout the inspection.
- The childminder described her curriculum and showed the inspector the areas of her home and garden that children play and learn in. The childminder talked about the impact her teaching has on children's progress.
- The inspector spoke to a small number of parents and read letters and testimonials from parents and other professionals in relation to the quality of care and education children receive. The inspector took their views into consideration in her evaluation of the provision.

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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