

Childminder report

Inspection date:

7 August 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

The childminder has established a warm and inviting environment, where children feel valued and safe. She is caring and nurturing in her interactions with them. She knows each child very well and uses this knowledge to plan a variety of engaging activities and experiences, tailored to their individual needs. The childminder focuses on providing experiences children may not get at school. This exposes them to diverse activities, such as outdoor exploration, creative arts, and practical life skills. These experiences support children's development by nurturing creativity, enhancing problem-solving abilities, and fostering a well-rounded understanding of the world.

The childminder also provides excellent support for children's communication and language skills. For example, she introduces new phrases to the children, such as 'This is a one-off' and explains what it means. She uses open-ended questions and allows children time to think and respond.

Children display excellent behaviour, guided by the childminder's exemplary role modelling. She maintains high expectations for all children and sets clear, consistent boundaries. The childminder's positive praise encourages children to thrive. They listen and follow instructions well and show kindness towards each other.

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

- The childminder offers a wide range of activities with ample space, both inside and outside. Children's confidence and independence grows as they make choices, solve problems, and explore the environment on their own. They learn to navigate tasks independently and take responsibility for their actions in a safe and supportive setting.
- The childminder shares her behaviour management ethos with parents. She supports children's development by fostering a positive, understanding environment, where children learn to regulate their emotions and behaviours. This approach helps build their emotional resilience, self-esteem, and social skills, promoting healthier relationships and overall well-being.
- Children freely express their ideas and feelings about what they want to do. The childminder teaches them valuable lessons, such as how to save for things that they want. This helps support their development by instilling important financial literacy skills, such as budgeting, and goal setting. This process helps children understand the value of money, make thoughtful decisions, and develop self-discipline, laying the foundation for responsible financial habits in the future.
- Children engage in activities for prolonged periods of time. They focus and

persist trying to put up a swing using hooks between two trees. They delight at the results when they succeed on their own. Opportunities such as these support their development by building resilience and problem-solving skills. This perseverance helps children learn that effort and determination can lead to success, building their confidence and the ability to tackle challenges independently in the future.

- Children are clearly happy and feel safe. They have areas to go when they want to rest. This helps children to recharge, which is essential for their physical and emotional well-being. It also teaches them to listen to their bodies and manage their energy levels, promoting self-care.
- Parents are very happy with the care that the childminder provides. This creates positive, trusting relationships between the childminder and the families. Open, two-way communication helps ensure the children's needs are consistently met. This promotes the children's overall well-being and development. Additionally, the professional relationship the childminder has built with parents helps support continuity of care. This makes for smoother transitions and provides children with a sense of security.
- The childminder reflects on her practice through discussions with other professionals. This leads to shared insights, new ideas, and improved strategies that enhance the quality of care provided. Children benefit as the childminder is always looking to provide them with more effective, engaging, and supportive experiences that cater to their developmental needs.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2670881
Local authority	Suffolk
Inspection number	10350740
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	4 to 12
Total number of places	8
Number of children on roll	18
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and is based in Beccles, Suffolk. The childminder is open from Tuesday to Thursday 3pm to 6pm term time and 8.30am to 6pm in the school holidays. The childminder closes for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder with the inspector.

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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