

Childminder report

Inspection date: 13 February 2025

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 that they are extremely happy and relaxed in the care of the warm and friendly childminder. The childminder creates an exceptionally calm environment. She follows a predictable routine that creates a safe space for children to quickly grow in confidence. The childminder provides children with enjoyable experiences such as trips to the park, soft-play centre and toddler groups. Because of this, children are excelling in their social communication skills such as making secure peer friendships. Children are polite and mindful of other's feelings as they copy the childminder who consistently models respectful manners and behaviours.

The childminder plans the indoor and outdoor environments with a great deal of thought and intention. For example, children listen to a story before embarking on an energetic hunt for the bear in the story. As children explore, they develop their speech and language while repeating familiar words and phrases modelled by the childminder. Children make connections in their learning as the childminder uses visual cues and images to add deeper meaning to the story. Because the childminder provides great anticipation about where they think the bear could be hiding, children remain highly engaged. This supports their concentration and attentions skills in preparation for when they progress to school.

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

- The childminder continuously reflects on her teaching, making sure it is tailored to each child's needs. For example, when children show an interest in some plastic scissors from a doctor's kit, the childminder introduces real scissors and paper. Children develop confidence in their cutting skills as the childminder provides genuine praise for their efforts. They develop their self-esteem as they say, 'I did it'. As a result of this high-quality teaching, children make rapid progress in all areas of their development.
- Mathematics is taught in playful ways. While children are cutting up their fruit at snack, the childminder asks them to count how many pieces of orange they have. She praises their efforts as they attempt to count them. Sensitively, she encourages them to point at each piece to help them count with accuracy and extend their knowledge of numeracy.
- Children make choices from the abundance of rich, and imaginative resources that are easily accessible and capture their interest. For example, children excitedly pretend the paddling pool is the 'cold river' from their favourite story. Children develop balance, strength and agility in their legs as they jump up and down in the shallow water. Younger children enjoy touching the water with their hands. The childminder uses words, such as 'cold' and 'wet', which helps children build a rich vocabulary of sensory experiences.

- The childminder builds excellent relationships with parents. Daily communication and regular detailed assessments about their children's progress is appreciated by parents. The childminder takes children to the library, and children enjoy taking their favourite books home to share with their parents, reinforcing their learning further.
- The childminder engages children in interactive songs about personal hygiene as they wash their hands, to place strong emphasis on good hygiene practice. Sometimes, the childminder does not effectively support children to carry out some hygiene routines to the end, to increase their competence in their self-care.
- Children are beginning to accept the needs of others, using sand timers to help them learn to share and take turns with popular toys. The childminder purposefully helps reinforce kind behaviours, such as sharing, by encouraging children to be the one to hand over the popular toy when they have finished their turn. As a result, children are making important connections about how this makes others feel happy. Additionally, the childminder provides meaningful praise for these courteous behaviours, which helps them understand behaviours expected of them.
- The childminder works well with parents and other external agencies such as speech and language therapists. If there are any identified areas in the children's development that needs support, this collaborative working ensures that all children make good progress.

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:

- reinforce children's growing awareness of the importance of good hygiene practice more consistently.

Setting details

Unique reference number	2693857
Local authority	Suffolk
Inspection number	10372365
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 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Capel St Mary in Suffolk. She operates all year round from 7.30am until 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers funded early education for all eligible children.

Information about this inspection

Inspector

Louisa Taylor

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for children's learning. The childminder discussed with the inspector how she ensures both indoors and outside environments are safe and suitable.
- Children spoke with the inspector during the inspection. The inspector read a selection of written testimonies from parents to gather their views on the childcare setting.
- The inspector discussed with the childminder how she will implement the curriculum and support all children to make progress, including how the childminder intends to plan, observe and assess children in their care.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at relevant documentation, including suitability checks for members of the household, insurance and their first-aid certificate.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children.

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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