

Childminder report

Inspection date:

30 June 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children feel safe and secure in the care of the friendly childminder. She provides reassurance and affection, helping them feel settled and comfortable. Care practices are effective; the childminder is attentive and responds promptly when children are hungry, tired or need a nappy change.

Children do not receive the level of education to which they are entitled. Although the childminder observes children at play and monitors their progress, children do not consistently benefit from well-planned learning experiences that build on what they need to learn next. This impacts their readiness for future learning.

Children behave appropriately. They receive praise and encouragement, which supports their self-esteem. The childminder provides timely reminders about her expectations, such as the importance of using 'kind hands'. Children have formed positive friendships with one another and share resources well.

Mealtime routines are positive and sociable occasions. All children sit at tables with the childminder, her co-minder and their friends. Children talk about the different fruits they have on their plates. These interactions provide children with opportunities for conversation and the development of social skills.

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

- The childminder has taken steps to address previously raised actions. She now regularly plans outdoor experiences for children, including visits to the local playing field and trips to the beach. Working collaboratively with co-minders, the childminder has also introduced a key-person system. This ensures that each child has a consistent familiar adult to support their individual care needs.
- The childminder has begun to develop her knowledge of curriculum planning by using guidance documents for support. However, her understanding of how children learn and the sequence of developmental stages remains limited. As a result, she finds it difficult to plan appropriate next steps for children's learning, which limits the progress they make over time.
- Children are developing a love of books and stories. The childminder provides regular group singing and story times alongside her co-childminder, which older children thoroughly enjoy. They confidently join in with repeated phrases from familiar books, supporting the development of their early literacy skills. However, on occasion, these sessions are too long for younger children to maintain focus, leading them to disengage and wander off.
- The childminder promotes children's oral health effectively. Following discussions with parents, she encourages children to brush their teeth on arrival, making it a fun and social part of the daily routine. She offers guidance to parents on

preparing healthy packed meals, which supports children's overall well-being and helps establish good oral hygiene habits.

- The childminder has completed mandatory training, including safeguarding and paediatric first aid, which helps to ensure that children are kept safe in her care. However, she has not yet focused her professional development opportunities to help her improve the care and education she provides to further benefit the children.
- Children have opportunities to develop their mathematical understanding through play, songs and rhymes. For example, they join in with number rhymes and learn to carry out simple calculations, such as taking away one duck at a time during the rhyme. The childminder engages children in conversations that promote the use of mathematical language by encouraging children to describe and compare the sizes of animals they have seen.
- Children are naturally inquisitive and eager to engage with others. They confidently introduce themselves to visitors and enjoy sharing news about their weekend activities. For example, they tell the childminder about a recent trip to the beach. The childminder listens with interest and responds warmly, helping children feel valued and encouraging them to express themselves clearly and confidently. These everyday interactions help to build children's vocabulary, sentence structure and confidence when speaking with both adults and other children.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
identify developmentally appropriate next steps for each child, ensuring learning experiences build on what children already know and can do.	31/07/2025

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

- review group activities to ensure they are appropriate and engaging for all the children, particularly the younger children

- continue to build on relevant professional development opportunities to enhance the quality of the learning experiences for children.

Setting details

Unique reference number	2702763
Local authority	Suffolk
Inspection number	10405954
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	3
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Ipswich, Suffolk. She operates from the home of a co-childminder, where they work together. They also work with assistants. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Shelly McDougall

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key 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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