

Childminder report

Inspection date: 10 April 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

The childminder provides a curriculum that supports children's learning and encourages children to be independent and sociable. This is successfully implemented when children eagerly welcome visitors on arrival and enjoy chatting with them. Children benefit from attending a range of outings the childminder organises, including to the zoo, parks, libraries, and toddler groups. These interesting experiences give children a deeper insight into understanding the world they live in and fosters their sense of belonging in their local community.

The childminder models respectful and positive behaviours. She uses stories, alongside instigating age-appropriate conversations to help children to recognise and regulate their own emotions. Consequently, children are learning to play cooperatively and understand how their actions may affect others.

Children enjoy role play with their peers. They show good attachments to the childminder as they confidently ask for help to put on a firefighters outfit. The childminder is consistently attentive to their needs as she helps them dress. Because she reminds children of their recent visit to the local fire station, children recall real-life experiences which enhances their imaginary play. For example, children use the toy fire engine to put out the pretend fire and call for help on the play phone.

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

- The childminder's ongoing methods of evaluating children's progress, enables her to have a very good understanding of children's strengths and areas for development. Gaps in children's learning are identified early, and plans are put in place to help close them. She uses knowledge that is gained from her observations of individual children and parents' views, to plan relevant, future targets. This means all children make good progress across different areas of learning.
- Resources match children's individual interests and support next steps in their learning. For example, a colour matching activity supports younger children's understanding of colour through their love of animals. Additionally, children like using tweezers to pick up the animal figurines. This supports the development of their small motor skills that will help them with later writing skills.
- During group singing time, children develop their listening and attention skills to help them when they progress to school. The childminder pauses to encourage children's involvement and asks questions to support engagement and conversation. However, the childminder does not consider the planning of some group activities well enough to ensure all children maintain their focus and their learning needs fully met.

- Overall, children develop their independence and good self-care skills. They wash hands independently before eating and after visiting the toilet. They discuss healthy foods at snack times and enjoy daily outdoor physical activity, which supports their emotional well-being.
- Parents applaud the daily communications they receive about their child's day and developmental milestones. The childminder regularly shares her robust assessments of children's progress with parents. This effective communication helps parents to continue children's learning at home.
- Children are motivated and curious learners and always eager to join in with activities on offer. They relish making play dough and deciding the colour and scent. Sometimes, the childminder does not encourage children to solve problems in their play. For instance, she is quick to give children the answer to problems, such as adding more water to play dough to make it malleable, which reduces their ability to find solutions themselves.
- The childminder makes mathematics fun. She offers opportunities for children to practice and secure their knowledge of counting in sequence, through memorable and interactive ways. For example, children are encouraged to count their pieces of fruit at snack and count to 20 during while washing their hands.
- The childminder purposefully helps to reinforce kind behaviours by consistently praising children for their courteous behaviours. She diverts children's attention towards positive play and behaviours. The childminder encourages children to use sand timers, which supports them effectively with turn taking. The childminder gives them guidance and tactics to help them to relax and feel calm. These are effective as children tell their peers, 'You could take 10 deep breaths if you feel angry'.

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:

- consider the organisation of adult-led group activities to ensure that learning is continually purposeful and enjoyable for all children
- enhance opportunities for children to develop their problem-solving skills and test theories for themselves as they play and explore.

Setting details

Unique reference number	2704114
Local authority	Suffolk
Inspection number	10380388
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 5
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Bury St Edmunds. She operates from 8am to 5.30pm, Monday to Friday, all year round, except from family holidays. The childminder holds an appropriate qualification at level 6. She provides 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 they ensure both indoors and outside environments are safe and suitable.
- The inspector spoke with parents and also read written testimonies from parents to understand 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 and took account of her reflections.
- 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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