

Childminder report

Inspection date: 1 May 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 are extremely happy and thrive in this nurturing and welcoming home-from-home environment. Upon arrival, children look forward to finding the picture of themselves with their name underneath and self-registering their arrival. The childminder skilfully provides many other opportunities for children to begin to recognise their name. This supports children's developing independence and builds confidence, so when they progress to school, they can find their named peg or drawer on their first day.

The childminder sets a very clear and ambitious curriculum for all children and knows exactly what she wants children to learn. She carefully plans exciting and superbly planned activities that contribute and build on their previous learned skills and knowledge. She adapts her teaching during a floating and sinking activity to extend children's natural curiosities during their play. Consequently, children remain highly enthused and learn even more about the properties of different materials, such as cotton wool, and how it becomes more difficult to pull apart when it is wet.

The childminder sensitively facilitates discussions on effective ways children can offer support and empathy to others in difficult situations. This method of teaching is highly effective when children provide their peers with encouraging words and cuddles when they feel nervous during their puppet show performance.

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

- The childminder gathers information from parents about their child's prior learning before children attend. She also uses regular observations to know when children are making progress and makes plans to continue to build on these achievements. This means children make continually good progress from the start.
- The childminder is aware of the requirement to complete the progress checks for children aged between two and three years. Sometimes, the checks are not completed in a timely and thorough enough manner to best support the childminder to consistently meet children's developmental needs.
- Parents are extremely complimentary about the daily communication they receive about their child's day. Parents report how they feel well informed of their child's progress and how to continue extending this at home. Parents, especially those who have children that attend with special educational needs and/or disabilities, give enormous praise for the effective partnership working with the local school and other professionals, such as speech and language therapists, to help secure timely and relevant support for children now, and when they transition to school.
- Children learn the importance of staying safe and healthy through daily routines.

They develop independence skills as they peel their own fruit at snack and instinctively wash their hands before eating.

- Children and the childminder enjoy story and rhyme times. Children develop their speech and language development in playful ways. They take turns to recall and act out a familiar story about a caterpillar in front of the childminder and their peers. Children talk knowledgeably about the life cycle of a butterfly. They relate their experiences well when confidently naming props such as a cocoon. They describe the chrysalis stage and explain what happens next when excitedly saying 'out pops a butterfly'.
- The childminder uses many outside activities, outings and visits to places of interest to develop children's knowledge and understanding of the world around them. She offers weekly opportunities to attend swimming lessons, and physical soft-play centres. Children can experience pony rides and visits to local places of interest, such as the library and the fire station.
- If children are unsure for example, with going to the hairdressers or visiting the dentist, the childminder provides role-play resources and activities, which enable them to play out any anxieties they have. This helps prepare them and build resilience towards any setbacks or challenges they face in their daily lives.
- Children benefit from a cosy, sensory den which offers a quiet and calming space. This contributes to children's growing ability to regulate their own behaviours and emotions as they readily take themselves here when they are feeling overwhelmed. Children build caring attachments to the childminder as she shows genuine care by frequently checking on them and asking if they need anything.

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:

- strengthen the use of assessment, including the progress check between the ages of two and three years, to best help provide a timely and consistent approach in meeting children's development needs.

Setting details

Unique reference number	2717224
Local authority	Suffolk
Inspection number	10388782
Type of provision	Childminder
Registers	Early Years 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. She 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

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 implements the curriculum and supports all children to make progress, including how the childminder plans, observes and assesses children in her 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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