

Childminder report

Inspection date: 23 June 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 flourish in this nurturing and engaging setting. They arrive with smiles, excited to explore the well-thought-out environment. The childminder knows each child exceptionally well and uses this knowledge to build secure, warm relationships that help children feel safe and confident. Children seek her support with ease and enjoy her involvement in their play. For example, they jump and giggle with joy as they sing along with the childminder to 'Monkeys Jumping on the Bed'.

The childminder provides a rich and ambitious curriculum tailored to each child's needs. Learning is carefully sequenced, building on what children know and can do. Children's curiosity is captured through thoughtful interactions and stimulating activities. They are deeply engaged, whether listening to stories with props or using tweezers to pick up models of coloured bears. The outdoor space is a hub of activity. Some children climb, balance and explore the mud kitchen while others fish for sea animals in the water tray or use chalk to draw on chalk boards.

Children behave respectfully and take turns. They confidently express their thoughts and feelings and play cooperatively with their peers. The childminder models positive social skills and supports independence, such as when children prepare role-play snacks or tidy away toys. As a result, children are happy, confident and make good progress in all areas of learning.

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

- The childminder provides an ambitious, responsive curriculum tailored to each child's needs. She builds on what children know and adds challenge to extend learning. For example, introducing numbered dice to a colour-sorting game for children who are ready for more. As a result, children are engaged, focused and eager to learn.
- The childminder promotes a love of reading. Children listen with excitement as the childminder uses props and interactive storytelling techniques. They ask questions, join in with familiar phrases and enjoy choosing and handling books independently.
- Mathematical concepts are embedded in everyday routines. Children confidently use numerical language and compare quantities and sizes during play, such as counting trees or measuring the length of their breadsticks at snack time.
- Children's physical development is well supported through a range of indoor and outdoor activities. From fine motor challenges with magnetic mazes to active play in the large garden, children develop strength, coordination and confidence.
- The childminder teaches children how to stay safe. They understand safety rules when using equipment, such as trampolines, and learn to manage risk with the childminder's support. For example, she discusses risks during role-play

activities, when children use plastic knives for food preparation. As a result, children learn how to stay safe.

- The childminder encourages children to manage self-care tasks, such as toileting and looking after their personal belongings. She models and explains how children can peel their own bananas. As a result, children develop increasing independence.
- Children's personal, social and emotional development is a strength. The calm, respectful environment supports positive relationships and emotional resilience. Planned outings to larger groups further build children's confidence and social skills.
- The childminder reflects on her practice and is committed to ongoing improvement. She uses parent feedback and ideas from professional networks to enhance the setting. For example, introducing a feelings board to help children express emotions. As a result, children's needs are met more effectively, supporting their emotional development and ongoing progress.
- Parents are very positive about the care their children receive. They value the childminder's patient and caring approach, appreciate the social experiences she provides and feel well informed about their children's progress.
- The childminder places a strong emphasis on communication and language. She engages in meaningful conversations, repeats children's words to extend their vocabulary and encourages them to express ideas. On occasion, she does not give children time to respond and think about their answers before asking another question.
- While children are offered nutritious snacks, such as bananas and breadsticks, the childminder does not consistently engage children in discussions about healthy eating and lifestyles. This limits opportunities to deepen children's understanding of healthy lifestyles.

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:

- develop the use of questioning to ensure that children have time to think about, understand and respond to questions before being asked more
- promote children's understanding of healthy eating to improve their knowledge and develop an understanding of making healthy choices.

Setting details

Unique reference number	2726874
Local authority	Suffolk
Inspection number	10398358
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 6
Total number of places	6
Number of children on roll	0
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Carlton Colville, Suffolk. She operates from 8am to 5pm, Monday to Friday. The childminder holds an appropriate level 3 qualification. The childminder provides government funded early years education for all eligible children.

Information about this inspection

Inspector

Suzie Squirrell-Hughes

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- 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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