

Childminder report

Inspection date: 19 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 are very happy and thrive in the childminder's care. A great deal of thought has been given to ensure children play in a welcoming and child-friendly environment. The childminder provides a wide variety of learning opportunities through planned activities. She positively promotes learning outdoors all year round. The childminder delivers a broad curriculum that builds on what children already know and supports their interests while offering challenge to extend their learning. Even the youngest children demonstrate they are happy and feel safe and secure in the childminder's care as they settle quickly to a chosen activity. A variety of quality resources are easily accessible to help children initiate their own play within a bright, dedicated play cabin.

The childminder is skilful and subtle in her interactions with the children. She understands the importance of allowing children time and space while they play. A strong focus is placed on supporting children's emotional development, and learning the skills needed to be independent learners and to prepare them ready for the transition to school. The childminder is a good role model, is kind and gentle in her approach and children understand the expectations and rules. They receive lots of praise and reassurance and make friendships with others attending. Older children are mindful of the youngest children, and offer them toys and reassurance. Their behaviour is good.

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

- The quality of teaching is good. The experienced and qualified childminder has a sound knowledge of how children learn. Children demonstrate curiosity and an eagerness to try new things. They have established close and trusting bonds with the childminder and make good progress in their learning while having fun.
- Children have immense fun making potions in the mud kitchen. They use ice in their mixture. They learn about cause and effect and predict the sun will melt the ice as it is hot.
- Appealing activities outdoors, spark children's curiosity and even very young children show sustained concentration as they wash dolls, scooping water and enjoying the bubbles. Children make creations using paints. They talk about the colours they choose and show fascination as they mix colours together. Lots of mathematical conversation takes place about numbers, shape and size as they play.
- The childminder has established professional but friendly working relationships with parents. They speak highly of the 'engaging and warm' childminder. Parents comment that their children's development has come on in 'leaps and bounds' as a result of attending. They feel fully involved in their children's care and learning, and appreciate the childminder's flexible approach to meet their needs.

- The childminder is ambitious and strives for excellence. She is committed to improving the service she provides and her knowledge through training opportunities. The childminder also has a culture of self-evaluation as she understands the positive impact this has on outcomes for children. She positively supports her assistants in their own professional development.
- The childminder engages children in meaningful conversation. She has a clear comprehension of how children develop their conversation skills, and introduces new words and signs to challenge their ability to communicate and increase their vocabulary. Children are confident speakers and ask lots of questions. However, on some occasions, when children ask for help the childminder does not give them enough time to think and respond themselves before offering a solution to the problem.
- Children show a positive attitude towards learning and are enthusiastic and eager to have a go and try new things. They enjoy stories. They learn that text has meaning and can access a wide selection of quality books. Young children show sustained concentration as they sit happily by themselves. They retell the story in their own words as they look at the pictures.
- Children access quality resources and books that reflect similarities and differences. The curriculum provides opportunities for children to learn about different cultures. However, while children enjoy visits to the local park, there are fewer opportunities and experiences within the curriculum to support children's knowledge, and help them make sense, of the world around them.

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:

- use effective questioning techniques and give children time to respond, to help children to think critically and solve problems independently
- provide more opportunities within the curriculum for children to learn about, and understand, the wider world and community in which they live.

Setting details

Unique reference number	2727344
Local authority	Suffolk
Inspection number	10394861
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	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Sudbury, Suffolk. She operates during term time, Monday to Thursday, from 9am until 5pm. The childminder holds an appropriate childcare qualification at level 5. The childminder works with an assistant. She provides government funded early education for all eligible children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder explained her intentions for the children's development and how she plans and implements the educational programme.
- The inspector spoke to children during the inspection and took account of the views of parents through reading written testimonials.
- The inspector looked at a sample of the childminder's documents. This included evidence about suitability and training.

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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