

Childminder report

Inspection date: 19 December 2024

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 warmly welcomes children into her home. Children benefit from individual attention from the childminder as they snuggle in close while saying goodbye to their parents, demonstrating that they feel safe and secure in her care. This supports children's well-being. The childminder offers a wide range of engaging resources and exciting activities she has carefully planned. The children explore natural items and loose parts, which helps them develop their imagination.

The childminder gathers detailed information from parents about their children's likes, dislikes and routines. This helps her to understand where children are in their learning and development. The childminder uses this information to plan a curriculum which prioritises building on children's communication and language skills. Children benefit from regular exposure to relevant books, stories and songs. For instance, the childminder engages children in songs and rhymes using finger puppets.

The childminder is consistent in her expectations for children's behaviour. As a result, children behave appropriately for their age. The childminder encourages children to help with small tasks such as clearing up spillages. She gives children plenty of praise and encouragement to support their self-esteem.

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

- The childminder regularly reflects on her provision and seeks ways to improve the quality of her services. She attends various courses to support her professional development. For instance, she attended some training to further support children's speech and language and adapted her practice to reflect her knowledge. Additionally, she has professional discussions with other providers to support her own knowledge and practice.
- Children benefit from daily outdoor access, including frequent visits to the local park. Inside her home, the childminder encourages children to continue developing their physical skills. For example, she holds the hands of young children to help them maintain stability while balancing on stepping stones.
- The childminder plans activities where she can deliberately introduce descriptive words to describe children's actions, such as 'squish' and 'squash' when building snowmen out of play dough. This helps children learn words that also represent sounds. However, while the childminder recognises that dummies can hinder children's speech development, she lets some children still spend extended periods with their dummies. This limits their opportunities to practise using these new words.
- The childminder understands how to sequence her curriculum to build on what children already know and can do. For example, young children use large

tweezers to pick up coloured bells and pom-poms. They demonstrate determination and persist until they succeed, which helps them develop resilience.

- The childminder builds good partnerships with parents. She keeps parents up to date with children's daily activities and shares key information such as sleep times and nappy changes. Parents comment that they appreciate the daily feedback, updates and photos she shares during the day. The childminder shares children's next steps in learning with parents and suggests ideas to help them at home. The childminder has formed good links with other settings children attend, to provide continuity of care.
- Children benefit from a variety of healthy snacks, with fruit readily available for them to choose from. However, she allows children to eat their snacks while playing and walking around. While they are closely supervised, this limits opportunities for children to learn good eating habits.
- The childminder is highly qualified and ensures that her mandatory training is up to date, which helps her keep children safe and well cared for. She is passionate about her work and commitment to supporting children and their families. She has a good understanding of requirements overall, although she has not always notified Ofsted of relevant changes, as required. However, this does not impact on children's care, safety or welfare.

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:

- evaluate children's extended use of dummies in relation to the more rapid progression of their speech and language development.
- adapt snack time routines to consistently promote and foster good eating habits.

Setting details

Unique reference number	2735101
Local authority	Suffolk
Inspection number	10375672
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	3
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 Bury St. Edmunds, Suffolk. She operates all year round from 8am to 5pm, 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 it is 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 curriculum.
- 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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