

Childminder report

Inspection date:

30 June 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children behave well because the childminder sets clear and consistent expectations, such as the importance of sharing and taking turns. As a result, children are happy and settled in her care. They receive regular praise and encouragement, which helps to build their confidence and self-esteem. This positive reinforcement supports children in feeling proud of their achievements. For instance, they applaud themselves when completing an activity.

The childminder reads stories to the children, using different tones of voice to capture their interest. Children are familiar with the stories and join in with repeated phrases. These experiences promote a love of books and support early language development.

The childminder knows the children well and understands the activities they enjoy. However, children do not make the progress they are capable of because next steps in learning are not consistently planned to build on what they already know. This is because the childminder lacks an understanding of how children learn.

Children show great enthusiasm during singing sessions. They eagerly join in with familiar songs, such as pretending to be sleeping bunnies before hopping along to the music with excitement. Children take turns to suggest songs, supporting their involvement and encouraging shared decision-making.

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

- The childminder has taken steps to address previously raised actions. She now consistently plans daily opportunities for outdoor play, supporting children's physical development and well-being. In collaboration with her co-minders, she has also implemented a key-person system that allows for tailored care to meet each child's individual needs.
- The childminder monitors children's development through daily observations and interactions. However, some children are not sufficiently challenged because she does not yet have a secure understanding of how children learn or how to sequence their learning effectively. As a result, the identified next steps are not clearly linked to what children need to learn next. This does not help children make the best possible progress.
- Children have regular opportunities to develop their understanding of numbers through play and song times. For example, the childminder supports children in counting aloud as they place wooden figures into the pirate ship, and children join in with number rhymes. These experiences support early number recognition and help children begin to notice patterns, forming a foundation for future mathematical learning.

- The childminder supports children's independence by encouraging them to manage small tasks for themselves, such as wiping their face and putting on their shoes. She also ensures that mealtimes are shared with co-minders and the other children, recognising the value these shared routines have in promoting positive social interactions.
- The childminder is beginning to build her knowledge of curriculum planning, drawing on guidance documents for support and exploring different ways to plan children's learning. Although she is taking positive steps, her understanding of how children learn and progress through developmental stages remains limited. She has not yet focused her professional development on deepening this knowledge, enabling her to plan more effective and meaningful learning experiences.
- The childminder regularly plans whole-group activities to support children's learning. However, these are not always suited to the developmental needs of younger children, who can become disengaged or restless when activities are too long or not matched to their stage of development. As a result, some younger children lose interest and do not benefit fully from the learning opportunities provided.
- The childminder demonstrates a clear understanding of her responsibilities in promoting children's safety and well-being. She regularly updates her safeguarding training and maintains a current paediatric first-aid certificate. Additionally, the childminder values strong partnerships with parents and other settings that the children attend, which helps ensure continuity of care and learning.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
identify appropriate next steps for children and plan activities that build on what children know and can do to help them make good progress.	31/07/2025

To further improve the quality of the early years provision, the provider should:

- focus professional development opportunities on improving knowledge of how children learn to enhance the planning of meaningful learning experiences
- review group activities to ensure they are appropriate and engaging for all the children, particularly the younger children.

Setting details

Unique reference number	2743361
Local authority	Suffolk
Inspection number	10405951
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and works from a co-childminder's premises in Ipswich, Suffolk. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder regularly works with two co-childminders.

Information about this inspection

Inspector

Shelly McDougall

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are 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 foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- 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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