

Childminder report

Inspection date: 31 July 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

On arrival, babies and children are greeted at the door by the warm and nurturing childminder to whom they have built strong attachments. They happily wave goodbye to their parents, demonstrating they feel safe and secure in this inclusive setting. Children show a sense of pride and belonging as they admire their artwork the childminder beautifully presents in the hallway, before hanging their belongings on their pegs. Children show thoughtful and kind behaviours when offering to hold a visitor's hand to show them the garden. The childminder consistently praises these acts of kindness, which helps to inspire children's excellent manners, turn-taking and sharing skills.

Children's physical and emotional well-being is prioritised as the childminder plans an abundance of enticing and stimulating outdoor activities. Children develop their resilience when successfully pulling themselves onto the tyre swing. They practise counting in sequence as the childminder encourages them to count each swing. Babies' physical development is supported as they confidently start to use appropriate play equipment to pull themselves up on, developing their strength and balance to support them in learning to walk. Real-life experiences, such as weekly trips to the farm and growing their own flowers and vegetables, deepen children's understanding of life cycles and the world they live in.

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

- Children inquisitively fill the sand tray with water before roaring with laughter as water spills over the sand tray. The childminder skilfully uses this opportunity to enhance their learning by introducing words such as 'overflowing'. She encourages children to experiment by squeezing the water out of the sand. Children start to make meaningful connections in their learning and say, 'The sand is firm again.' As a result of the childminder following children's lead, and being responsive to their ideas, children's learning is extended, and they feel empowered and motivated to keep playing out their ideas in their own way.
- Children speak with confidence and make rapid progress in their speech and language development. The childminder uses Makaton as a way of helping young children develop their communication skills. This also helps other children whose speech is still developing. The childminder responds well to babies' babbles and gestures as they learn to communicate.
- Children enjoy experimenting with colour through mark-making opportunities. They develop their self-esteem as they proudly show visitors how they write their names.
- Tailored settling-in sessions mean the childminder gets to know individual children extremely well. Children's ongoing progress is frequently shared with parents. They express undeniable appreciation for the daily, online and face-to-

face communication they receive about their child's day and development progress. Parents remark how children look forward to attending the setting.

- Children learn to accept the needs of others as the childminder regularly talks to children about how they feel and gives them opportunities to help others. For example, the childminder asks a child if they could swap their smaller spade so their younger peer could join in a planting activity. Children show their positive attitudes and behaviour when they instantly swap spades to ensure their younger peers' involvement.
- Babies show affection to the childminder by blowing kisses to her. The childminder responds warmly by blowing a kiss back. This back-and-forth play supports their emotional development as they learn to express themselves.
- Generally, children develop their understanding of good hygiene practices. Older children independently wash their hands after going to the toilet and after messy play. On occasion, the childminder does not consistently remind children to wash their hands before handling food they are going to eat to ensure they are continuously learning to manage their self-care needs effectively.
- Children are provided with purposeful opportunities to develop independence and learn to use tools with great care. For example, the childminder provides very clear instructions and models how to use safety knives before children have a go at cutting up fruit themselves. Children develop healthy eating habits and are inspired to try a tomato for the first time because they have grown it themselves.

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:

- focus on consistently supporting children to understand good hygiene practice and establish independent care routines to become increasingly independent in managing their self-care needs.

Setting details

Unique reference number	2756932
Local authority	Suffolk
Inspection number	10349451
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	3
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Great Barton, Bury St Edmunds, Suffolk. She operates all year round from 8am to 5.30pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three-and four-year-old children.

Information about this inspection

Inspector
Louisa Taylor

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- 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 to parents to gather their views on the childcare setting.
- The inspector discussed with the childminder how she will implement the curriculum and support all children to make progress, including how the childminder intends to plan, observe and assess children in their 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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