

Childminder report

Inspection date: 19 August 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

Children demonstrate they are happy and confident in this home-from-home setting. The childminder understands each child's individual needs and caters to them effectively. Children feel confident in selecting their activities. This allows them to engage deeply and spend extended periods of time focused on their interests. For example, children spend time exploring spinning toys that are stuck to the radiator at different heights. The childminder narrates children's play and uses terms such as 'fast' and 'slow'. This helps expand children's vocabulary and make connections between words and actions, reinforcing their learning through real-time experiences.

Children are learning to be independent from an early age. The childminder teaches children how to dress themselves when having their nappy changed. With the childminder's support, they learn how to take the lid of their yoghurts, and they are encouraged to help feed themselves. This helps support their fine motor skills as well as their hand-eye coordination. It boosts children's confidence and gives them a sense of accomplishment.

Children's behaviour is good. The childminder supports social interactions and relationships between the children. This helps children to interact effectively with others, build relationships, and play together respectfully.

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

- The childminder actively supports children's development by teaching them about respect and tolerance. This helps them develop a sense of fairness, democracy, and the importance of following rules. The childminder encourages positive social behaviour and prepares children to become responsible and respectful members of society. From a young age, they learn to play cooperatively and show kindness to others. For example, young children politely say, 'Excuse me' to others when they are in their way.
- The childminder works effectively with parents, getting to know each child well. She uses insights from parents to tailor her approach to each child's needs and next steps. By regularly assessing their development, the childminder ensures children make strong progress in their learning. Parents comment they are happy with the care the childminder provides. They explain she gives advice on issues such as speech and language. In doing so, the childminder helps address any issues early. This means children benefit from consistency and provides parents with effective strategies to boost their children's communication skills.
- The childminder supports babies' communication and language by acknowledging their chatter, validating their attempts at communication, and encouraging further vocalisation. She responds using simple phrases. This helps

support babies' development by helping them understand and process language in manageable chunks.

- The childminder reflects on her practice but has not fully developed it to the highest level. While she identifies her training needs, she has not found training opportunities that provide the knowledge and skills she seeks to improve on.
- Children show they are happy and settled. They eagerly explore, investigate, and participate in the wide range of activities the childminder plans to support their learning. Children have opportunities to learn about cause and effect, develop fine motor skills, and explore sensory experiences. The childminder plans activities to encourage creativity and early writing skills as children experiment making shapes and patterns with water beads.
- The childminder encourages children to be active in their play. Children enjoy riding balance bicycles, climbing steps, and crawling. These physical activities support children's development by enhancing their gross and fine motor skills and improving their spatial awareness. This builds on children's confidence, fosters social interactions, and promotes their overall physical health.
- The childminder teaches children how to keep themselves and others safe. For example, she explains to children they must move the bubble machine to prevent babies reaching the bubble mixture. This helps children learn about safety, risk assess and solve problems, all while keeping everyone safe.

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:

- explore training opportunities further to update and extend knowledge and teaching skills to the highest level.

Setting details

Unique reference number	2757911
Local authority	Suffolk
Inspection number	10349514
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	0 to 9
Total number of places	6
Number of children on roll	18
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2023. The childminder operates all year round, from 7.45am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She has qualified teacher status.

Information about this inspection

Inspector

Nina Hopson

Inspection activities

- This was the first routine inspection the childminder 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 setting.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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