

Childminder report

Inspection date: 4 September 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder's curriculum balances free-flow play with purposeful planned activities. These build on children's interests, and learning is engaging and meaningful. As a result, children sustain concentration and make good progress. The childminder uses her secure knowledge of children's next steps effectively to shape learning opportunities. For example, she incorporates counting into a farm-themed tuff tray, which enables children to revisit recent experiences while embedding mathematical concepts. Parents are kept well informed of their children's progress and next steps, so learning is extended at home and reinforced across contexts. Therefore, children embed skills securely and apply them with confidence.

The childminder enriches children's awareness, ensuring that they develop curiosity and positive attitudes towards cultural diversity from an early age. Acknowledging that the local area has little cultural diversity, the childminder purposefully introduces experiences that reflect different lifestyles and traditions. The childminder provides experiences, such as using chopsticks and exploring multicultural dress, that reflect diversity, helping the children to respect and value differences. Participation in community events, such as the carnival and a charity Christmas Tree Festival, enables children to feel a strong sense of belonging. The childminder supports children to work collaboratively and take pride in contributing to wider community traditions. Families also take part, strengthening the partnerships between home and setting, so children feel secure.

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

- Children demonstrate problem-solving skills and critical thinking through the childminder's effective questioning. For example, she asks children to predict whether all items will fit on a plate. Children beam with pride when their theory is correct, demonstrating confidence in their own achievements.
- The childminder is sensitive to children's individual needs. She speaks slowly and clearly to children to avoid overwhelming them, enabling them to process information at their own pace. As a result, children engage extremely well in activities and experience success.
- The childminder manages conflicts between children calmly and positively. She encourages children to ask politely for objects and toys when they are being used by others. Consequently, children form turn-taking skills, self-regulation and respectful relationships with others.
- The childminder carefully evaluates the success of activities and considers children's engagement. She adapts activities to meet children's individual needs. Therefore, children continue to learn and develop even when activities do not go to plan. By revisiting learning opportunities, the childminder ensures that

experiences have a positive impact on children's confidence, independence and progress.

- The childminder works closely with external agencies, so children have access to specialist support. She attends meetings with professionals to develop individual education plans for children and includes input from parents and other settings. Consequently, she significantly reduces gaps in children's development.
- Parents highlight the positive impact of the childminder's consistent role modelling. The childminder instils kindness while setting appropriate boundaries, such as turn taking. Therefore, children learn respect, empathy and resilience. Families express that the childminder's values complement those taught at home, supporting children to develop secure and consistent behavioural expectations.
- The childminder demonstrates a strong commitment to professional development. She reflects critically on the impact of training, considering how to adapt the provision. Her aspirations to undertake further training show a strong drive to improve outcomes for children, and they make clear progress.
- There is a comprehensive approach to safeguarding, health and safety. The childminder encourages and supports children to develop independent hygiene routines, such as washing hands before meals and after using the toilet. They understand to place used flannels in the wash bin, promoting responsibility, self-care and an understanding of personal hygiene.
- While the childminder provides access to creative activities, these are sometimes overly structured. This occasionally limits opportunities for children to independently explore materials, express their own ideas and make choices about how their artwork develops.
- The childminder celebrates children's achievements through photograph displays of recent experiences, such as blackberry picking. Children therefore have a strong sense of belonging and build self-esteem. Children connect past and present learning, deepening their understanding of the natural world and different processes.

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:

- enhance opportunities for children to try out their own ideas and develop even higher levels of creativity and imagination.

Setting details

Unique reference number	EY236555
Local authority	Suffolk
Inspection number	10237313
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	14 February 2020

Information about this early years setting

The childminder registered in 2003. She lives in Felixstowe, Suffolk. The childminder operates from Monday to Friday, from 8am to 6pm, all year round, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 6. She provides funded early education places for all eligible children.

Information about this inspection

Inspector
Laura Paternoster

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector and the childminder carried out a joint observation of a communication and language activity.
- 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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