

Childminder report

Inspection date:

7 November 2023

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 supports children's knowledge of nature to help them understand the importance of caring for the environment. Her ambitious curriculum includes helping children to learn to grow fruit and vegetables. They demonstrate a sense of joy and wonder as they talk about what they can see and have grown. For example, children enthusiastically call out, 'I can see a cucumber' as they walk around the garden. Children are immersed in a communication-rich environment. The childminder engages children in lots of conversations through enjoyable role-play experiences. Through this creative play, children remain highly focused and build on their growing vocabulary.

The childminder encourages children to make choices and regularly asks them what they would like to do. She recognises the importance of allowing children to continue with their chosen activity to embed learning and so that they can finish their tasks to their satisfaction. Children's behaviour is good. They show their understanding of the childminder's rules, and they follow consistent routines well, when required do so. The childminder provides opportunities during activities to promote sharing by modelling with appropriate vocabulary to support turn taking and positive behaviour. For example, during an art and craft activity, the childminder asks, 'Can I have the glue next please or do you want it?' This helps children to understand about waiting for their turn and being kind to their friends and supports their ability to form friendships.

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

- The childminder knows the children in her care well. She plans for children's individual next steps in their development and provides well-thought-out learning opportunities that are based on children's interests. These help to engage children in their play. For example, to promote mark marking, she encourages children to use notebooks and pencils to write out 'food orders' during role play. This supports the development of children's early literacy skills and adds meaning to the marks they make.
- The childminder regularly includes mathematical language in conversation. For example, when children paint flowers and trees, she adds descriptions, such as 'tall' and 'big'. The childminder asks what their favourite colour is, and she uses 'pennies' to support counting to 10 during role play. However, the childminder has not considered how she can help the youngest children develop their knowledge of simple counting and understanding of numbers.
- The childminder promotes health and hygiene for children through conversations, chatting to children as they wash their hands. They discuss the poster that hangs on the bathroom wall and how this helps them to learn about good hygiene practice. The childminder uses the knowledge of children's past

experiences to promote understanding of healthy eating. For example, she asks children about what they have grown in the garden. They talk about strawberries, and she explains that strawberries and grapes make a healthy lunch.

- The childminder promotes children's knowledge of protecting the environment. For example, she asks, 'What do we wash?' and children reply saying, 'We wash yogurt pots because we can use them again.' Children have a very good understanding of the importance of recycling and respecting the planet.
- Children are confident communicators and chat happily with the childminder. They regularly ask questions and readily share their thoughts. For example, when dressing up, they describe the shoes as 'too big'. This shows children are gaining a self-awareness and developing their thinking.
- Parents comment that they are happy with the care that the childminder provides for their children and that their child 'loves going' to the childminder. They describe that they take comfort knowing that their children are happy and safe. Parents receive updates on their children's progress as the childminder regularly shares photos and has discussions about what children are learning. They describe how the childminder works alongside them to support their children's individual needs.
- The childminder has a good relationship with other settings that children attend and holds conversations with staff to discuss their learning and development. This supports a collaborative and consistent approach to children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how and where to seek advice and support if she has a safeguarding concern about a child and who to report any concerns to. She regularly updates her safeguarding knowledge and has a good understanding of safeguarding concerns, such as county lines and 'Prevent' duty. The childminder knows how to spot signs of abuse in children, including how to recognise signs of abuse for non-mobile babies. The childminder has policies and procedures in place, which include what to do in the event of an allegation made against herself or other household members. She carries out risk assessments to ensure that the environment is safe and secure.

What does the setting need to do to improve?

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

- support younger children more effectively to develop their understanding of numbers and counting.

Setting details

Unique reference number	EY236606
Local authority	Suffolk
Inspection number	10295339
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 10
Total number of places	6
Number of children on roll	19
Date of previous inspection	4 December 2017

Information about this early years setting

The childminder registered in 2002 and lives in Lowestoft, Suffolk. She operates all year round, from 7.30am to 6pm, Monday, Tuesday, Thursday and Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Vanessa Hancock-Sharman

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 provider and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk with the childminder and discussed what she wanted the children to learn.
- The childminder and the inspector carried out a joint observation and held a discussion.
- The inspector spoke to children during their play.
- The inspector observed the quality of the interactions between the childminder and the children and assessed the impact of these on children's learning and development.
- Parents shared their views of the childminder with the inspector through written feedback.
- The inspector looked at relevant documentation, including the childminder's first-aid certificate and records of children's attendance.

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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