

Childminder report

Inspection date: 13 May 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

On arrival, children are greeted by the warm and nurturing childminder. Young children smile and eagerly hold out their arms to initiate a cuddle with the childminder, they trust and feel safe with. Strong and caring attachments children build with the childminder happen swiftly. This is because of a gradual and tailored settling-in process, which prioritises children's emotional well-being. Children have a very good range of toys and resources available to them, both inside and outdoors.

The childminder provides a mixture of child-led and adult-initiated activities. She successfully plans focused activities around children's interests and next stage in learning. This means children are enthused to play and learn, and they continuously make good progress in all areas of learning and development. For example, during a sensory play activity, children develop their small motor skills when pouring and scooping cereal with different sized spoons and containers. They are developing their hand-eye coordination and starting to understand the concept of cause and effect. The fun-loving childminder joins in, and models turn taking by saying, 'Your turn' and 'My turn', as they scoop the cereal in turn. This helps children learn and practice important social communication skills, such as sharing, to support them in making good friendships with others.

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

- Since the last inspection, the childminder has dedicated time and a lot of thought into enhancing the provision. She has high aspirations for herself and the children she cares for. The childminder takes pride in identifying the improvements she has made to improve risk management. Sleeping arrangements for babies and children are now safe and robust. Parents report how the childminder has in-depth discussions with them to explain how she manages sleep safety in the provision. Parents feel assured by this information and appreciate how the childminder considers the sleep routines they follow at home.
- Teaching is good quality. The childminder supports children to build on what they already know and can do by observing their play and adapting resources to extend learning. For example, following children's interest in the foot-to-floor ride-on toy, the childminder notices that it is a bit too big and introduces a smaller one. As a result, children are increasing their physical abilities, such as balancing, because they can place their feet firmly on the floor. This boosts their confidence and self-esteem as the childminder praise their efforts of pushing themselves backwards and forwards.
- Overall, the childminder supports children's communication and language development well. During play, she repeats children's language to support their

pronunciation and model correct language. In addition, the childminder uses children's enjoyment of books and songs to develop their vocabulary skills. On occasion, the childminder asks questions that are beyond children's level of comprehension, which affects their ability respond and extend their language development further.

- Children learn good hygiene routines at an early age because the childminder makes daily routines fun. For example, she sings a merry handwashing song and after drying their hands on a towel, children excitedly post it through a hole. They enjoy watching it disappear into a laundry bin underneath.
- Children benefit from plenty of outdoor learning experiences. Children explore in her well-resourced garden, visit local play parks and grow fruit and vegetables at her allotment. These enriching real-life experiences are supporting children to learn about being healthy through physical activities, growing, picking and eating produce from the allotment.
- The childminder models positive behaviour and gently reminds children to use good manners throughout the day. For example, when young children accept a fruit snack from her, she repeats, 'Thank you'. This helps children to learn polite manners expected of them.
- Partnerships with parents are strong. The childminder creates an environment in which parents also feel comfortable and they are welcome. The childminder regularly shares information with parents about what children have been learning and what she is teaching them next. This means they know how to support their children's further learning at home.

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:

- consider ways to tailor questions to children's developmental stage and understanding that builds on their existing knowledge.

Setting details

Unique reference number	EY253848
Local authority	Suffolk
Inspection number	10359495
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	4
Date of previous inspection	28 June 2024

Information about this early years setting

The childminder registered in 2003 and lives in Bury St Edmunds. She operates her provision all year round, from 8am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides government funded early education for all eligible children.

Information about this inspection

Inspector
Louisa Taylor

Inspection activities

- 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 with parents and also read written testimonies from parents to understand 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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