

Childminder report

Inspection date: 21 June 2024

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

Children are happy in the setting. The childminder gets to know children and their families well. She finds out about children's individual needs when they start and uses this information to help them settle quickly into the setting. Children are keen to share their learning with the childminder. She responds positively to their individual ways of communicating. The youngest children in the setting feel listened to. The childminder helps children to make choices about what they want to play with. She uses praise and encouragement to help children manage their behaviour. Children share with each other and play together. They willingly help tidy away their toys throughout the day.

The childminder provides a flexible routine which helps children feel safe as they know what is going to happen next. She meets with other childminders and their children. This helps them to develop their social skills. The childminder widens children's learning opportunities by taking them out to parks and other places of interest in the local community. She helps each child to make progress with their learning and development. The childminder supports children who speak English as an additional language, and they make good progress with their language development.

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

- The childminder carries out risk assessments to keep children safe. She uses stairgates and other safety equipment in her home and quickly removes broken toys. The childminder works with parents to provide children with healthy snacks and meals. She promotes independence as she encourages children to feed themselves using cutlery. The childminder follows parents' wishes in relation to their children's personal care needs. She helps children keep clean throughout the day, supporting them to wash their hands before eating.
- The childminder assesses children's learning and development to find out what their interests and needs are. She carries out statutory assessments and shares these with parents so that consistent support can be provided at home. The childminder uses these assessments to provide activities so children can develop their knowledge and skills further. Children learn about colours by playing matching games and exploring large containers of different coloured water. They enjoy painting with different coloured ice cubes. These activities help children to remember what they have learned.
- Children's physical development is well supported. Outside, children enjoy climbing the slide and working together to use the see-saw. This helps develop their movement and coordination skills. Children also enjoy fishing in the water tray and digging for buried treasure in the sandpit. This helps them develop their fine motor skills. The childminder also supports children's mathematical learning

as she helps children to count the fish they have caught.

- The childminder responds consistently to children's behaviour. She uses cards and pictures to show children what might happen if they engage in unsafe behaviours. This helps children understand the potential consequences of their actions. However, at mealtimes, the childminder does not always give clear instructions for children to follow beforehand. This means that some mealtimes are less well managed, and children do not consistently benefit from rich social experiences.
- The childminder supports children's communication and language development. She speaks clearly and models communication skills. The childminder encourages children to read stories and sing songs. Children enjoy joining in with action songs. The childminder supports children who speak English as an additional language by listening closely and reinforcing the words they use. She also repeats key words. However, the childminder does not always extend children's learning to introduce new vocabulary.
- Parents appreciate the care their children receive from the childminder. They comment on the range of creative activities that she provides. The childminder shares photos and information with parents throughout the day. She writes daily diaries to keep parents informed of their children's health and development. The childminder undertakes training to update her knowledge. She has plans in place to further develop the resources and activities she provides to children.

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:

- set clear expectations at mealtimes so that these times can be enjoyed as a social occasion
- introduce a wider range of vocabulary to children to extend their learning and communication and language skills.

Setting details

Unique reference number	EY255781
Local authority	Suffolk
Inspection number	10335321
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	12 June 2018

Information about this early years setting

The childminder registered in 2003 and lives in Brandon, Suffolk. She operates all year round from 7am to 5pm on Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Tracy Joyce

Inspection activities

- This was the first routine inspection the provider 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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on children's communication and language development.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- 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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