

Childminder report

Inspection date: 2 June 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

Children confidently and enthusiastically enter the setting when greeted by the extremely friendly and kind childminder. Children excitedly greet their peers on arrival, before immediately exploring the wide range of resources and fun-filled activities on offer. Children show that they feel relaxed and safe as they immediately start to take on the challenge of completing some jigsaw puzzles. The childminder gives meaningful praise for their efforts and achievements. This builds their self-esteem and confidence in their abilities to problem solve. Children behave well. They begin to solve conflicts for themselves by instigating turn taking with popular toys by themselves. Children develop a sense of belonging in their community as they use local facilities such as playgroups, parks and weekly forest schools.

Children become highly engaged in outdoor play because the childminder provides resources that capture children's interests such as making 'gloop' from water and cornflour. The childminder ensures that spontaneous learning experiences respond to children's interests and motivations. For instance, children begin to add water to the 'gloop' to make potions that give them 'superpowers'. The childminder encourages them to use natural resources in their play such as available flowers, stones and mud. Consequently, children make connections in their learning and develop their imaginations. When the mud turns the water brown children put their hands in it and pretend to be the 'Gruffalo' from a familiar story.

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

- Overall, teaching is good. The childminder gathers in-depth information from parents and any other settings children attend. This ensures she plans activities and experiences that will help individual children build on what they already know and can do from the start. For example, she provides books and mark-making resources for children to develop good early literacy skills. Younger children develop their hand-eye coordination skills as they enjoy mark making with their fingers on the outdoor easel. Older children try to write letters in their name with a pen, in preparation for starting school.
- Older children show high levels of involvement and concentrate for sustained periods of time during activities. However, the childminder has not fully considered how to adapt activities to help younger children become more deeply involved in their learning.
- Regular observations and robust assessments of children's ongoing progress, including a progress report at the age of two. This helps inform the childminder what it is she wants children to learn next. She swiftly identifies any gaps in children's learning and works collaboratively with parents and outside professionals such as speech and language therapists to help children achieve

their best outcomes.

- Children develop their speech and language development in playful ways. The childminder provides a running commentary through children's play. This gives them plenty of language to listen to and conversation to join in with. Children often ask questions in their play and the childminder helps them to understand the meaning of new words by giving age-appropriate and clear explanations. Occasionally, she does not encourage children's emerging speech as much as possible to help them hear even more words to build on their growing skills.
- The childminder encourages children's independence through everyday routines and tasks. For example, she encourages children to go and collect their own water bottles to bring outdoors on warm day. At mealtimes, children are beginning put together their own sandwiches and the childminder encourages them to open food packages themselves before offering support. As a result, children grow in confidence and independence.
- The childminder responds well to unwanted behaviour and always gives children a clear explanation, so they can understand the impact of their actions on others. This approach and good modelling of expected behaviours are effective in supporting children's positive attitudes and behaviours towards others.
- The childminder has excellent relationship with parents. She provides a range of advice and support to parents about various developmental stages, such as potty training. Parents value the nurturing, home-from-home environment and express how their children are flourishing in her care. They say that daily communication is in-depth and helps them to know how they can further support their child's learning and development 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:

- review and improve the adaptation of activities to extend younger children's engagement and involvement to help them make even better progress
- extend the support for children's emerging speech to promote their communication skills to a higher level.

Setting details

Unique reference number	EY275381
Local authority	Suffolk
Inspection number	10392173
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 14
Total number of places	6
Number of children on roll	14
Date of previous inspection	8 August 2019

Information about this early years setting

The childminder registered in 2003 and lives in Ipswich. She operates all year round from 8am to 6pm, Monday to Thursday, except for family holidays and bank holidays. The childminder provides 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 indoor 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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