

Childminder report

Inspection date: 11 April 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

Children blossom in this nurturing, welcoming environment. They benefit from the childminder's calm and caring manner. This helps them to feel safe and secure. Children behave well and display lovely manners. They receive regular praise, encouragement and acknowledgement for their achievements, which builds on their self-esteem and well-being.

Children are self-motivated to play and learn, they enjoy a wide range of activities. They share and take turns as they play board games. You can hear a hive of excitement as they play 'Snakes and Ladders'. They roll the dice and call out 'Yes, I have a six' and ask their friends 'Is it my turn?' Children excitedly gather around for story time. They snuggle up to the childminder and listen intently as she enthusiastically reads their favourite story. Children join in with familiar refrains and predict what might happen next.

Children enjoy regular trips to explore the local area. They benefit from developing their muscles as they use their scooters to travel to the local park. They laugh and giggle and call out 'mind the bumps' as they go over the pavement. Children run around, collect sticks and splash in the puddles. They play on the climbing apparatus and take turns pushing each other on the swing.

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

- The childminder implements a broad curriculum. She plans suitable experiences that follow children's interests and individual needs. Children are becoming active learners. They demonstrate good levels of concentration and engagement during activities. For example, children persevere and show delight as they use their creative skills during an arts and crafts activity.
- Communication and language are well supported. The childminder listens carefully to children and adds just the right amount of comments or questions as they play. She introduces new words, such as 'smooth', 'squeezy', 'scratchy' and 'shiny'. The childminder reads books and sings rhymes to support and develop children's language. When speech is not always clear, the childminder repeats sentences back to the children to clarify understanding and models correct pronunciation of words.
- Children are developing their self-care skills and becoming independent. They know to wash their hands before mealtimes and when they have been outside. Children independently put on their coats and boots in preparation for going out. However, the childminder does not give children the opportunity to be independent during snack time to further develop their skills. For example, children do not get involved in preparing and serving their own snack. The childminder peels fruit and then cuts it into pieces before serving it to children.

- The childminder continuously weaves mathematical concepts into children's play. Children demonstrate attention to detail. For example, they identify the numerals on the dice by saying the corresponding number without counting the dots in turn. Children categorise objects and discuss sizes, including 'bigger' and 'smaller' when comparing the size of a bus to a car.
- The childminder has clear aims for her curriculum. Children benefit from her good understanding of child development. The childminder knows children well and understands what she needs to do to help them move on to the next stage in their learning. However, on occasion, the childminder does not encourage children to demonstrate their knowledge and build on this further. For example, when reading a story about baby farm animals, the childminder tells children the names of baby animals instead of asking them.
- Children learn about managing risks, for example, children learn to climb safely on large apparatus in the park. In addition, the childminder teaches children about road safety, such as looking and listening before crossing the road and the importance of holding her hand.
- Parents' written comments show they are happy with the care the childminder provides. They comment that their children have developed lovely relationships with the childminder. Feedback from parents is that 'they could not ask for anyone better' and that she is 'invaluable' and goes 'above and beyond' to support them. Parents comment they receive regular updates on their children's development and progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding. She is aware of the signs and symptoms of abuse and knows what to do and who to contact if she has any concerns about a child's welfare. The childminder has a secure understanding of wider safeguarding issues, such as female genital mutilation and county lines. She confidently explains the reporting procedure if an allegation is made against herself or a household member. The childminder continuously checks the suitability of her premises and carries out risk assessments when taking children out into the community.

What does the setting need to do to improve?

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

- make use of opportunities that arise during children's play to extend and challenge children's learning even further
- make the most of opportunities for children to learn to do things for themselves, particularly at snack times.

Setting details

Unique reference number	EY285366
Local authority	Suffolk
Inspection number	10280045
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 7
Total number of places	6
Number of children on roll	10
Date of previous inspection	6 September 2017

Information about this early years setting

The childminder registered in 2003 and lives in Bury St Edmunds. She operates all year round, from 8am to 5.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Diane Middleton

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents sent emails with their views of the setting, which the inspector read and took account of.
- The childminder provided the inspector with a sample of key documentation on request.
- Discussions were held between the childminder and the inspector to help establish the childminder's understanding of how to safeguard the children in her care.
- The childminder and the inspector evaluated an activity together and discussed the teaching and learning for children.
- The inspector viewed the areas of the childminder's home and garden that children use.

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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