

Childminder report

Inspection date: 27 August 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

The childminder offers a warm and secure home-from-home environment for children. She builds strong, nurturing relationships with them. This helps children to settle well and feel confident to explore a wide range of activities. The childminder plans these activities to match children's development and interests, helping them learn in purposeful ways. The curriculum is broad and flexible. For example, when children show a new interest in small cars, the childminder skilfully extends their play by naming the colours of the cars and counting as they arrange them in a line.

The childminder has high expectations for what children can achieve. She encourages them to take on new challenges, such as learning to carry objects on a plate. The childminder reminds children that they can try again when they struggle to balance the objects at first. This focus helps children to build their resilience and ability to solve problems. The childminder fosters children's understanding of the world around them. For example, regular outings to local green spaces, farms and the beach provide rich opportunities for children to explore living things and learn about the changes in the weather and seasons.

There is a strong focus on supporting children to develop positive behaviours from a young age. The childminder establishes clear boundaries and reminds children of the importance of listening carefully to instructions. She makes this fun for the children, with games and plenty of praise to encourage kind and helpful behaviours.

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

- The childminder understands each child's individual needs and knows them well. Since the last inspection, she has extended the range of information she gathers about children's starting points and experiences at home. She uses this information effectively to plan tailored learning opportunities that support children to extend their knowledge and understanding past what they already know.
- The childminder gives children time to express their thoughts and make independent choices. For example, she notices when toddlers show signs that they want to try something new or need some support to extend their play. Children are encouraged to revisit and concentrate on activities without interruption. This helps to deepen their curiosity and supports their readiness for the next stage in their learning.
- Overall, the communication and language curriculum is delivered effectively. The childminder offers opportunities for younger children to experience language in various forms. For example, vocabulary is modelled and repeated during stories

and rhymes. However, there are frequent instances where simplified language is used, for example, saying 'ta' instead of 'thank you'. This impacts on children's ability to learn how to pronounce some words correctly and build on their speaking skills over time.

- The childminder ensures children's safety as they play and explore their surroundings. Children are supervised closely as they test out new physical skills. For example, the childminder notices when toddlers are showing an interest in climbing and offers suitable equipment to make sure they can do this safely.
- Children's independence is encouraged. The childminder supports them in taking part in daily tasks like tidying toys and washing their hands. When children are beginning to show signs of readiness for toilet training, the childminder works closely with parents to develop consistent routines. This helps to ensure that children feel reassured and confident when learning these important self-care skills.
- The childminder builds strong relationships with parents, maintaining open and regular communication about children's development, daily activities and care routines. She values parents' input, working closely with them to support their children's individual needs. For example, the childminder offers practical advice and ideas to parents about healthy eating, encouraging positive habits that benefit children's overall well-being.
- The experienced childminder proactively reflects on her practice and regularly seeks feedback from parents. She has improved the focus on her own professional development since the last inspection, seeking out new online training opportunities. This helps to ensure that her knowledge remains up to date and children benefit from the new ideas and research she gathers.

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:

- extend opportunities for children to hear and learn the correct pronunciation of words to further promote their communication and language skills.

Setting details

Unique reference number	EY297858
Local authority	Suffolk
Inspection number	10355479
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 11
Total number of places	6
Number of children on roll	4
Date of previous inspection	30 November 2018

Information about this early years setting

The childminder registered in 2004 and lives in Risby, Suffolk. She operates all year round, from 8am to 6pm, Tuesday to Friday, except for family holidays. Funded early education is offered for all eligible children.

Information about this inspection

Inspector

Sarah Clements

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the quality of interactions during activities and assessed the impact this is having on the children's learning.
- The inspector spoke to the children to find out about their time at the setting.
- Parents provided written feedback, and the inspector took account of their views.
- 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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