

Childminder report

Inspection date: 11 February 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children flourish in this nurturing and engaging environment. They are eager to learn and quickly settle into the welcoming atmosphere created by the childminder. Children build strong and trusting relationships with the childminder, helping them to feel safe and secure. This also enables them to explore and develop confidence in their abilities. The childminder has high expectations of children's behaviour. She helps children to understand about sharing and taking turns from an early age. The childminder knows children well and responds sensitively to their individual needs. For example, she knows children enjoy singing and dancing and creates opportunities to dance together.

The childminder has high expectations for all children and delivers an ambitious curriculum that builds on their interests and developmental needs. Children benefit from a well-planned learning environment that encourages curiosity and active engagement. For example, children develop their mathematical skills by using pine cones, shells and numbered rocks to make patterns.

Children benefit from exploring the local area. They develop a good understanding of the world around them through regular outings to the zoo, the local beach and parks. Children confidently express their thoughts and share their learning with enthusiasm. Children recall previous learning experiences and make connections. For example, when burying shells in pasta, they relate this to past experiences of burying shells at the beach and searching for treasure.

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

- The childminder uses her knowledge effectively to observe children and plan the next steps to ensure they progress in their learning. Where she identifies gaps in learning, she works with parents and puts plans in place to ensure all children receive the necessary support.
- The childminder skilfully seizes opportune moments to extend learning, such as exploring the sounds objects make when dropped on different surfaces. This means children are challenged and introduced to new learning and concepts.
- Mathematical learning is strong, The childminder skilfully encourages children to count and use mathematical language. She guides them to explore concepts such as weight, measurement and comparison. For example, children use weighing scales to find out how heavy shells are compared to pasta. The childminder extends this by encouraging children to find the number of shells that would match the weight of the pasta.
- Healthy eating and an active lifestyle are promoted. For example, the childminder uses information from parents to introduce and encourage healthy food choices through play and real-life experiences. Children confidently engage

in role-play activities, sorting fruits and vegetables and discussing healthy eating, fostering positive attitudes towards food.

- Good hygiene practice is encouraged. Children learn about germs through stories and discussions about good and bad bacteria. The childminder supports children to develop their independence with hygiene routines, including wiping their noses and washing their hands.
- The childminder prepares children for the next stage in their learning effectively by promoting independence. Children learn essential skills, such as putting on their coats and using the toilet independently.
- Children are eager, curious learners, who take pride in their achievements. They confidently share their knowledge, such as singing the alphabet song with enthusiasm, demonstrating their ballet abilities and balancing on one leg. Their enthusiasm and engagement highlight their enjoyment and comfort with the childminder.
- Parents speak highly of the childminder. They describe her as kind, caring and patient. Parents receive regular updates about their child's day and progress. When children require additional support, the childminder shares strategies with parents to promote learning at home. For example, she provides speech and language strategies to support children's communication development.
- The childminder is reflective and continually evaluates her practice. She engages with her local authority and participates in professional networks to enhance her provision. She keeps up to date with best practice and attends training to identify areas for further development. This means children benefit from a continually updated and well-thought-out curriculum.
- The childminder works with external agencies effectively, such as speech and language services, to provide timely support for children. She has developed links with local pre-schools and schools. However, the childminder does not consistently share information about children's learning with other settings children attend to complement the learning that takes place.

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:

- exchange more precise information with other providers to better support children's transitions as they move between settings and to complement their care and learning.

Setting details

Unique reference number	EY299143
Local authority	Suffolk
Inspection number	10372370
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	2 to 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	15 April 2019

Information about this early years setting

The childminder registered in 2005 and lives in Oulton, Lowestoft. She operates Monday to Friday, from 8am until 6.30pm, all year round, with the exception of bank holidays and family holidays. The childminder provides funded early education for children between nine months and four years of age.

Information about this inspection

Inspector

Suzie Squirrell-Hughes

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the childminder in writing with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025