

Childminder report

Inspection date: 12 September 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

The childminder creates an enthusiastic, motivating and inspiring learning environment. Children show joy and excitement as they play. They laugh, giggle and squeal with excitement and glee as they play peekaboo under cloths they drape over their faces. The childminder immerses herself alongside children in their play. For example, she takes on the role of shopkeeper, using children's familiarity and life experiences to develop their skills of counting as they put money into the till. The childminder's skilful observations deepen her knowledge of children's interests, and her reflections and adaptations to the environment hold children's engagement and embed learning. For example, the childminder has created a 'curiosity wall', where children develop their fine motor skills while exploring cause and effect.

The childminder has high expectations for children's social development and resilience. She models facial expressions to support children's understanding of emotions. As a result, children can name their own emotions and feelings and those of their peers, and they use this knowledge to help them to self-regulate. At snack time, children use a plastic knife to chop up fruit. This builds their self-esteem and develops their 'can do' attitude as they cleverly show how independent they are.

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

- The childminder has good relationships with parents. She works with them to assess children's starting points when they first join her provision. As a result, she is able to plan purposeful learning when children first start.
- Children's behaviour is impeccable. They have good manners. They say 'please' and 'thank you' and are patient with their friends when they play together. This gives children the skills needed to form relationships and build friendships.
- The childminder promotes a healthy diet. At snack time, children eat bananas and blueberries. The childminder tells children that eating their snack will help their muscles to grow strong. As a result, children build an awareness of the relationship between healthy eating and their own health and well-being.
- Books are easily accessible for children, which promotes a love for early reading. The childminder carefully selects books to also aid adult-led teaching. For example, she reads to children about a trip to the dentist. This supports children's understanding of familiar situations and provides an opportunity for children to share their own experiences.
- The childminder knows how to identify when children need additional support with their communication and language development. However, she recognises that there are gaps in her professional development that do not help her to enhance strategies already in place so that she can support children to make

quicker progress.

- Parents speak highly of the childminder. They express how their children thrive, are happy and have fun. Parents say that the childminder keeps them up to date about what their children are learning and describe how the childminder 'goes above and beyond' to support their children.
- The childminder works well with parents and has good links with other early years providers and professionals to support children as they move on to a new setting. As a result, all children, including those with special educational needs and/or disabilities, have a detailed transition that puts their needs first.
- The childminder has a kind and nurturing approach. Children are quickly distracted if they become upset or embarrassed and are happy to go to the childminder for comfort and a reassuring cuddle.
- Children's gross motor skills are promoted through movement and dancing, as they confidently dance and march like soldiers.
- Children are comfortable to include unfamiliar adults in their play. This means that children feel safe and secure in the childminder's care.
- The childminder has clear routines in place, which children follow. Children wash their hands before lunch and sit at the table to eat. As a result, they understand their day and what is coming next.
- Children freely choose resources to play with. During adult-led teaching moments, the childminder offers children a choice of activities. For example, she asks children whether they would like 'the fishy game' or 'the feely game', which shows that the childminder respects children's opinions and means that children feel valued.

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:

- build on knowledge and understanding of strategies to support children to make the most progress they can in their communication and language development.

Setting details

Unique reference number	EY302001
Local authority	Suffolk
Inspection number	10355132
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	0 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	19 November 2018

Information about this early years setting

The childminder registered in 2005 and lives in Lowestoft. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Vanessa Hancock-Sharman

Inspection activities

- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The inspector observed the quality of interactions between the children and the childminder and the impact of these on children's learning.
- The inspector spoke to children as they played.
- The inspector carried out a joint observation with the childminder and discussed the findings.
- The inspector spoke to a number parents and took account of their comments.
- The inspector looked at a range of documentation.

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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