

Childminder report

Inspection date: 3 March 2022

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 settle quickly and enjoy the homely atmosphere that the childminder provides. They enjoy looking at books with the childminder, who actively engages in their conversations. She introduces props, such as small plastic fish, to support children as they look at books about sea creatures. Children readily use more complex words, such as 'lobster' and 'crab', as they spot creatures in the illustrations. The childminder responds positively to the babbles and gestures of younger children. This helps to support children's communication and language skills.

Overall, children show a positive attitude to learning and develop a good range of key skills to help support the next stage of their learning, such as starting school. They lead their own play and readily access resources. Children are happy, behave well and feel secure in the childminder's care, which helps to support their emotional well-being. For example, older children seek her out for reassurance, while babies enjoy cuddles. Their individual routines for sleeping and feeding are followed by the childminder, helping to promote continuity of care. The childminder knows about children's home lives and their families, significantly enhancing children's sense of belonging.

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

- The childminder knows the children well. She talks confidently about where they are in their learning and development. The childminder knows what children need to learn next and how to support their play and learning. She plans activities to build on what children already know. Children make good progress in relation to their starting points.
- The childminder does not always capture and sustain children's interest and curiosity effectively during adult-led activities. This means that sometimes children are less engaged and find something else to play with. Children use technology confidently as they ask an electronic device to play well-known children's songs.
- Children make good progress in their speech and communication skills. The childminder engages with them, modelling conversation and introducing new vocabulary. She repeats words back, so that children hear them pronounced correctly. Children become self-assured communicators and are confident in the setting. They greet visitors who come to the setting and readily engage with them. Children are keen to chat, share books and listen to stories.
- The childminder has consistent ground rules to help children know what is expected of them. They learn right from wrong. Children respond positively and learn to negotiate the use of toys and resources. The childminder values and praises their good behaviour.

- Children have daily opportunities for exercise and fresh air. The childminder takes them on regular outings into the neighbourhood, where they learn about their local community and the wider world. Children enjoy visits to local toddler groups and meeting up with other childminders and their minded children.
- The childminder implements effective hygiene routines to help children learn about the importance of good health. Children readily wash their hands. They manage their self-care needs relevant to their age and stage of development.
- The childminder demonstrates effective partnerships with parents. She keeps them fully informed about their child's day and learning. The childminder encourages parents to continue to share what they know about their child. This helps her to plan for children's continuing progress.
- The childminder is well qualified. She has acted on the recommendations set at her last inspection as part of the continuous improvement of her setting. The childminder maintains mandatory training, such as paediatric first aid.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe and protect their emotional well-being. She has a good understanding of the signs and symptoms of abuse. The childminder knows how to report concerns. She has recently renewed her safeguarding training so that she is aware of the latest guidance and legislation. The childminder is aware of wider safeguarding issues. For example, she understands the importance of identifying and supporting children and families who may be at risk of harm from extreme behaviours and views.

What does the setting need to do to improve?

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

- strengthen teaching skills further to fully capture children's interest and curiosity, particularly during adult-led activities.

Setting details

Unique reference number	EY303317
Local authority	Suffolk
Inspection number	10219397
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 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	24 January 2019

Information about this early years setting

The childminder registered in 2005 and lives in Bury St Edmunds. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5.

Information about this inspection

Inspector

Jacqui Mason

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 inspector and the childminder held a discussion to understand how the early years curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed an activity and jointly evaluated this with the childminder.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder.
- Children spoke to the inspector during the inspection.

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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