

Childminder report

Inspection date: 24 January 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 demonstrate that they feel happy and safe in this caring and homely environment. They show that they have formed secure attachments to the childminder and are settled in her care. Children are familiar with the childminder's setting and have access to a good range of age-appropriate toys and resources. They confidently make decisions about what they would like to do next. The childminder gets down to the children's level. She interacts with them in a warm and gentle manner and provides plenty of encouragement and praise. Children respond positively and are keen to involve the childminder in their play. Children develop a love of books. They independently select their favourite book from the shelf and share this with the childminder, who happily reads the stories. Children are eager to press the buttons to make sounds or lift flaps in the books.

Children's behaviour is good. They enjoy each other's company and play well together. Children listen to and follow instructions. For example, they help the childminder to tidy away toys before starting another activity. Children have opportunities to meet with other children outside of the setting. They regularly meet with local childminders and attend toddler groups. This helps children to develop their social skills and confidence further.

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

- The childminder works closely with parents to help children to settle into her care after being at home during the COVID-19 pandemic. She pays close attention to children's needs. For example, she notices when children may need a cuddle for reassurance and responds promptly.
- Children's speech and language skills are developing well. The childminder responds well to young children as they begin to use words and to form simple sentences. She talks to children as they play and names objects to help children learn new vocabulary. The childminder uses visual cues to help children to make choices and to communicate their wishes. For instance, she offers children a box containing pots of play dough and invites them to point to the coloured lid to select the colour of the play dough that they would like to play with.
- The childminder gets to know the children well and talks confidently about them. She knows where they are in their learning and provides suitable toys and activities that children are interested in. The childminder has a clear understanding of what she wants children to learn from the activities that are provided. For example, when they explore the play farm, the childminder prompts young children to recognise and to name the different animals. However, on occasions, children's understanding could be further enhanced with additional discussion. For example, when the childminder tells children they need to have more drink, she does not explain why this is important.

- Children are familiar with daily routines. They learn about healthy practices, such as washing their hands before eating and after using the toilet. The childminder manages younger children's personal care needs effectively. She asks children's permission before taking them to have their nappy changed and promptly wipes their noses, when needed.
- The childminder develops strong partnerships with parents. She gathers information from them about what their children know and can do when they first start. The childminder provides parents with details about their children's daily routines and photos of what their children have been doing in her setting. Parents express their thoughts about the service that the childminder provides. They appreciate the level of communication that the childminder provides, particularly when children are settling in. They comment on the variety of activities that their children participate in and the progress their children make.
- Children have daily opportunities for fresh air and exercise, either in the childminder's garden or on trips out to places, such as local parks. This helps to support children's physical development. The childminder provides children with meaningful experiences to help them to make sense of the world, such as visits to farms.
- The childminder updates her required training to ensure her knowledge and skills remain up to date. She is committed to continuing her own professional development to build on her understanding and support for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility around child protection. She is aware of what to do should she have any concerns about children's welfare and knows how to report these to the correct agencies. The childminder completes training courses which help her to update her knowledge of safeguarding. She is aware of the importance of being alert to issues or to concerns in a child's home life.

What does the setting need to do to improve?

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

- develop interactions with children to help build on their knowledge and understanding even further.

Setting details

Unique reference number	EY310354
Local authority	Suffolk
Inspection number	10217393
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	12
Date of previous inspection	20 June 2017

Information about this early years setting

The childminder registered in 2005 and lives in Kesgrave, Suffolk. She operates her setting all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Harris

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic on the provider and has taken that into account in her evaluation of the provider.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and the children and jointly evaluated an activity with the childminder.
- Children spoke to the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.
- The childminder provided the inspector with written testimonials from parents, which the inspector took into account.

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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