

Childminder report

Inspection date: 15 March 2023

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 greet visitors with warmth and enthusiasm as they excitedly show off a safari-themed activity they are about to explore. Children enjoy a variety of stimulating and age-appropriate resources. Activities are challenging for all children and consider individual interests and stages of development. Children delight in describing the animals they have seen on a recent family trip to the zoo. They make animal sounds, such as 'roar', while playing with animal figurines and pretending the lion is chasing the giraffe.

Children make good progress in their speech and language development and develop a love of reading. They search through the wide variety of books to successfully find their favourite one to be read to them. Children relish the weekly trip to 'rhyme time'. They sing songs and develop social skills, such as making peer friendships. Children's physical and emotional well-being is promoted, with lots of opportunities for outdoor play. Children make strong and secure attachments with the childminder. They are happy and initiate a cuddle or go to her for reassurance when needed. In a sympathetic manner, the childminder listens to children and helps them to understand and regulate their emotions in a positive way.

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

- Overall, teaching is meaningful. The childminder uses assessment well to check what children know and can do, to inform her teaching. She knows individual children well and understands how to support their next steps in learning. For example, children who are working on developing their counting skills are encouraged to count the number of bricks they used to make a tower. Children count the bricks, and the childminder models language, such as 'one more', to support children's knowledge of mathematical concepts.
- Children invite the childminder into their play. With the childminder's playful interactions, children develop confidence and social skills through imaginary play. The childminder asks questions during play to enhance children's critical thinking skills. However, at times, she does not take advantage of opportunities that naturally arise through children's play to extend discussions and further support learning on the subject matter.
- Children develop good hygiene routines and wash their hands independently before mealtimes. The childminder encourages children to cough into their arm and to wipe their own noses. The childminder recognises children's individual capabilities. She consistently encourages children to have a go themselves before offering support. As a result, children are developing perseverance and becoming increasingly independent in managing their personal needs.
- The childminder is reflective and is committed to taking up training opportunities to continually improve her provision. Parents appreciate daily face-to-face

communication about how their children's day has been. However, the childminder does not have an efficient system in place to share children's next stages of learning with parents regularly. As a result, parents miss out on suggestions of how they can extend and support children's further progress at home.

- Children know what is expected of them and they feel safe in the supportive provision. For example, children know to tidy up before new toys come out, to ensure a safe and purposeful environment.
- Children are well behaved. The childminder consistently praises their kindness and good sharing. This encourages children to repeat these positive behaviours. The childminder consistently supports children who are struggling to regulate their emotions. For example, when children struggle to wait for their turn during an activity, the childminder explains in a calm manner about why it is kind to take turns. As a result, children are starting to accept the needs of others and develop resilience to setbacks.
- The childminder strives to provide an inclusive setting where all children are treated as unique individuals. She teaches children about many religious festivals and promotes a respectful attitude towards equality and diversity. The childminder expresses clear ambitions for all children, including children with special educational needs and/or disabilities, and they make good progress.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is unquestionably given priority. This includes implementing effective daily risk assessments to ensure children can play safely indoors and outdoors. The childminder undertakes regular safeguarding training to underpin her practice. She has a secure understanding and awareness of swiftly recognising children who may be at risk of harm, including from grooming and exploitation, and knows how to report concerns in the appropriate way. The childminder is confident in the procedures to follow if she had a concern about an adult working with a child or if an allegation was made against her.

What does the setting need to do to improve?

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

- build upon the already good interactions with children to extend discussions on their curiosities and ideas during play, to further support learning in all areas
- review how children's progress and next steps in learning are shared with parents to extend collaborative working and further support their progress at home.

Setting details

Unique reference number	EY318728
Local authority	Suffolk
Inspection number	10276573
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	21 July 2017

Information about this early years setting

The childminder registered in 2006 and lives in Stowmarket, Suffolk. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Louisa Taylor

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 spoke with parents to gather their views on the childcare setting and also viewed a collection of comments made by parents.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for children's learning. The childminder discussed with the inspector how they ensure that the indoor and outdoor environments are safe and suitable.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and explored the outdoor environment. The inspector assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder and also discussed self-evaluation.
- The inspector viewed evidence of the suitability of persons living in the household.

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 2023