

Childminder report

Inspection date: 13 January 2025

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 environment that is welcoming for the children. She supports the children to enjoy each other's company and develop good friendships. The childminder's calm and friendly demeanour means that children settle quickly and are very happy. The younger children observe and copy how the older children play, using the childminder as a base for a supportive cuddle and reassurance. The childminder is very proud of their achievement and regularly praises the children's efforts, raising their self-esteem. The children know and follow the routine well and the childminder's expectations. They listen and act when, for example, the childminder asks them to tidy for snack. Children who speak English as an additional language are very well supported. The childminder learns key words in the child's home language and teaches the others, so all children feel included.

Children are curious and keen to learn. They thrive when they use their imagination. Children like to play hairdressers, using the childminder as their customer. They re-enact their experiences washing and brushing her hair and give her a mirror so she can see how she looks. The childminder is very skilled at supporting children to share and take turns. Any small disputes are quickly resolved. Children are very polite and use good manners.

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

- Developing children's communication and language is a key priority in the childminder's curriculum. The childminder builds on children's prior experiences, which help them to consolidate their learning. The childminder works very well with parents and other professionals to fully support the ongoing development of children. They share daily information as well as learning through an online tool. The childminder gathers ongoing information about children's interests so they can be incorporated into her activities and resources.
- The childminder is very skilled when she talks to the children. She asks pertinent questions that enable children to think about their responses. The childminder expertly extends children's vocabulary. She introduces complex words, such as 'anxious'. The childminder asks the children to explain what that might mean. With confidence, they explain that it means 'worry' and stress the importance of speaking to an adult if they feel worried. This demonstrates their high level of understanding. Children love books and are very able to re-tell a story. They regularly request their favourite song, demonstrating how embedded books and songs are in their everyday life.
- The childminder is incredibly attentive and able to support children to recognise and understand their emotions. She regularly shows children pictures of people expressing different feelings and, through discussions, helps the children to name them. The childminder is then able to use the children's knowledge of

their feelings to help children regulate their behaviour and discuss the impact their behaviour has on others.

- The childminder places great emphasis on children being independent and plans many opportunities for them to practise. She encourages them to carry out their self-care, such as washing their hands and blowing their noses. Increasing children's confidence is another key priority for the childminder. She takes them to group sessions, so they are able to interact with a wider range of people to support their social development.
- The childminder plans activities for children to learn about how other people live and their celebrations. At times, the ideas are too abstract for some children to comprehend, which limits the impact of the activity and their intended learning.
- Children use mathematics in their everyday play. They count objects and really enjoy sorting them. During an activity, the children independently sort pieces of paper into colour, working collaboratively to organise each pile. The childminder supports the younger children who are beginning to identify and name shapes. All children use mathematical terms, such as long and short, to differentiate between items.
- Children's physical development is well planned for. Children use their fine motor skills well to make marks and play with small resources. Children are learning to use scissors and are very pleased when they cut paper. The childminder seizes every opportunity to remind children about safety and demonstrates where to hold the paper, so their fingers are out of the way.

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:

- develop the curriculum for understanding of the world further, to reflect the cultural diversity in a consistently meaningful way for children.

Setting details

Unique reference number	EY330666
Local authority	Suffolk
Inspection number	10367587
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	14 February 2019

Information about this early years setting

The childminder registered in 2006 and lives in Bury St Edmunds. She operates all year round from 7.3am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides government funded early years education for all eligible children.

Information about this inspection

Inspector

Emily Holt

Inspection activities

- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation together.
- The inspector spoke to children during the inspection.
- The childminder showed the inspector documentation to demonstrate her suitability.

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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