

Childminder report

Inspection date: 27 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

Children have access to a large well-resourced garden and log cabin. The childminder provides lots of opportunities for children to extend their physical skills. For example, children practise balancing on bicycles, scooters and a swing. The childminder encourages children to work on their fine motor skills, using scoops in the mud kitchen and paint brushes on the outside art wall.

The childminder joins in with children as they play, using what she knows about the children to support their learning. For example, she joins in with role play on mobile phones and engages in conversations with children. She encourages young children's understanding of numbers by counting coloured counters as they pass them to her. The childminder encourages children to keep their space clean, reminds them to take their muddy shoes off when indoors and to respect their resources. She praises children for their achievements, for example, when they tidy away, she positively comments on how well they are doing.

The childminder has rules and boundaries in her home, helping children to understand what is expected of them. This includes promoting good manners. For example, she models using good manners at lunchtime and gives children reminders to use manners in their play.

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

- The childminder guides children to follow sensible hygiene routines to promote their good health. She adjusts her environment to support children in tending to their own hygiene needs. For example, she introduced a child-sized sink into the play space, which makes handwashing for young children easier and in turn promotes their independence.
- Written comments from parents show that the childminder has good partnerships with them. They comment on the good progress their children make in her care. The childminder finds out from parents about children's routines, interests and abilities before they start. She offers resources for parents such as information on healthy eating and toothbrushing packs.
- Overall, the childminder plans a sound curriculum to reflect the learning needs of children. She knows the children well and ensures that she offers them activities that reflect their interests and next steps. For example, she recognised gaps in babies' physical development and, in response, included more opportunities for babies to pull themselves up to standing.
- Children have lots of opportunities to engage with mathematical concepts. The childminder brings numbers, shape and colour into lots of areas of her home and her interactions with the children. For example, when using the painting wall, the childminder models shapes, such as a circle, in the paint.

- The childminder uses opportunities in the children's play to introduce additional vocabulary. For example, she uses descriptive words, such as 'squish' and 'squash', while playing with the play dough and 'crunchy', while playing with the leaves. This means children are exposed to a wide range of words that promotes their language development.
- Overall, children behave well. However, when young children become frustrated and upset in their play, the childminder does not help them effectively to understand and manage their emotions and feelings.
- Children benefit from frequent outings in their local community. For example, they enjoy painting and playing at a local care home and visits to local toddler groups. This provides opportunities for children to increase their confidence in interacting with a variety of people of all ages.
- The childminder engages in self-evaluation and broadly reflects on the activities she provides. However, her evaluation does not focus precisely on enhancing practice to ensure the highest outcomes for children.
- The childminder ensures children can access and make choices from a range of toys and resources to support their engagement and learning throughout the day. Children have regular opportunities to explore their local community with trips to the park and their local bakery. This enhances children knowledge of the world around them.

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:

- strengthen knowledge of age-appropriate strategies to support children's understanding of their emotions and self-regulation of their behaviour effectively
- develop further the process of self-evaluation to raise the quality of teaching even higher.

Setting details

Unique reference number	EY332486
Local authority	Suffolk
Inspection number	10368114
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 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	8 March 2019

Information about this early years setting

The childminder registered in 2006 and lives in Framlingham, Suffolk. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded education for all eligible children.

Information about this inspection

Inspector

Suzie Squirrell-Hughes

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how she organises her early years provision, including the aims and rationale for their early years curriculum
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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