

Childminder report

Inspection date: 14 April 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 has a gentle manner with children that helps them to feel safe and secure in her care. Through engaging activities and gentle reminders, the childminder fosters a sense of responsibility and respect among children, adding to their feeling of security. For example, children respond positively by walking slowly, when the childminder reminds them to use 'walking feet' indoors, for their safety.

The childminder offers bespoke settling-in processes, which help her get to know children well from the start. Consequently, she has a good understanding of what they already know, can do and what they need to learn next. Her curriculum focuses on children being ready for school and sequencing their learning. For instance, the childminder gives children looped scissors to make snips on paper before confidently moving on to cutting with two-handled scissors. This means children are continually making good progress and love learning new skills, as they are consistently achievable and enjoyable for them.

The childminder is kind and attentive, and she frequently considers individual children's learning needs. For example, she offers time and space for children who can find high noise levels overwhelming at times, which positively contributes to their secure levels of well-being.

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

- The childminder listens to the local school's expectations for children's learning and incorporates these skills into her curriculum to promote school readiness. For instance, the childminder guides and supports children, encouraging them to join in with some small-group activities, as well as to play independently. She asks children questions as they play to help them develop their speech and communication skills.
- Children are becoming increasingly independent as they attempt to put their shoes and coats on themselves to play in the childminder's garden. Once outside, children enjoy riding in toy cars and other physical play resources. Children enjoy developing their social skills at local playgroups and meeting up with the other childminders at the local park. The childminder ensures that children are learning to look after their bodies by encouraging them to take sips of water, especially after exercise.
- The childminder generally plans exciting activities based on the children's current interests and their next stages of learning. However, during some outdoor-focused activities, the precise learning intentions for specific children are limited. This is because resources to explore and experiment with are not interesting and broad enough to maintain their curiosity, engagement and extend their skills fully.

- Children are well behaved and play cooperatively. Older children thoroughly enjoy supporting the learning and development of younger children. For example, when younger children drop toys or cannot reach something, older children quickly help them and ask if they are ok. The childminder provides consistent meaningful praise for these random acts of kindness that fosters all children to understand and develop respectful and empathetic behaviours towards others.
- The childminder reviews and revisits her policies and procedures on how her provision is organised and managed. She reflects on her practice, showing a dedication to continually improve the care and education she provides. The childminder identifies further training to develop her practice, which means children benefit from the rich opportunities she provides.
- Mealtimes are sociable, and children develop good manners as the childminder reminds them to say 'please' and 'thank you'. The childminder uses mealtimes to encourage children's independence and develop their mathematical knowledge in fun ways. For example, while children are cutting up their fruit at snack, the childminder asks them to count how many pieces of banana they have.
- The childminder supports effective and trusting relationships with parents, and this working partnership is highly valued. Parents report that there is a 'family feel' to the setting and that they receive information about how to support their child's learning at home, supporting a collaborative approach. They appreciate daily communication about their child's day and regular assessments and discussions about the progress their children are making.

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:

- improve the planning of outdoor activities to enhance children's engagement and enjoyment even more to help them achieve their full learning potential.

Setting details

Unique reference number	EY335630
Local authority	Suffolk
Inspection number	10388369
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	8
Date of previous inspection	9 July 2019

Information about this early years setting

The childminder registered in 2006 and lives in Ipswich, Suffolk. 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 3. She provides funded early education for all eligible children.

Information about this inspection

Inspector
Louisa Taylor

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for the children's learning. The childminder discussed with the inspector how she ensures that the learning environments, both indoors and outdoors, are safe and suitable.
- The inspector spoke with parents and also read written testimonies from parents to understand their views on the childcare setting.
- The inspector discussed with the childminder how she implements the curriculum and supports all children to make progress, including how the childminder plans, observes and assesses children in her care.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- The inspector carried out a joint observation with the childminder and took account of her reflections.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children.

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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