

Childminder report

Inspection date: 27 May 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 look forward to seeing the childminder. On arrival, they feel comfortable and relaxed in the nurturing home-from-home atmosphere, smiling and talking about recent holidays they have been on. Children build caring and trusting attachments to the childminder who knows them well and how to support their individual needs. She swiftly recognises when children may need a little reassurance and gives children time and space to share their feelings. Children appreciate this and instigate cuddles with her. They begin to regulate their emotions effectively with some deep breaths that the childminder encourages them to try.

The focus on outdoor learning and real-life experiences means children benefit from trips in the local community and visits to the zoo and the farm. They learn about the life cycle of the plants and vegetables and how to care for them. Growing their own sunflowers ignites curiosity and wonder as children notice some are growing taller than others. Children become extremely independent from a very early age. She reassures them with encouraging and meaningful praise for their efforts and achievements as they learn to pour their own drinks. They develop competence in their capabilities because the childminder empowers them to feel safe to try new things and learn through trial and error.

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

- Teaching is very good quality and consistently meaningful. The childminder provides children with opportunities to consolidate their existing knowledge and build on what they already know and can do. For example, as children revisit growing vegetables from seed, they remember to dig holes in the soil, plant their French beans and then water them to help them grow. During this activity, the childminder supports children's next steps in number recognition by encouraging them to match the right number of beans to wooden numbers.
- Children develop a love of books as the childminder brings amazement and anticipation to the stories she reads to them. Children are encouraged to fill in the missing words in stories and they enthusiastically retell stories, which builds children's communication skills.
- The childminder uses activities and high-quality resources to bring stories to life. For example, when the childminder reads about a harp, she plays harp music to broaden children's knowledge of different instruments and the sounds they make. However, sometimes she does not fully plan the resources she needs to enable children to practice skills that will help them achieve the next steps in their learning.
- The childminder uses her calm and sensitive manner to discuss small disagreements children have together. Children are starting to listen to each

other's point of view and learn to accept the needs of others, with excellent modelling from the childminder. As a result, children show they are developing kind and respectful behaviours when independently taking turns with popular toys.

- The childminder undertakes lots of training and welcomes advice and support from outside professionals, which she uses to improve her practice. She has good knowledge and understanding of how to seek advice to ensure all children, including those with special educational needs and/or disabilities, achieve their best outcomes.
- Children are exceptionally polite and well mannered. They ask to get down from the table after eating and frequently say 'please' and 'thank you' without prompting. Children develop their confidence and practice their social communication skills, such as making friends, when meeting up with other childminder's children and attending rhyme time at the local church.
- Overall, children develop their independence and good self-care skills. At mealtimes the childminder encourages them to serve their own food, while having meaningful conversations about healthy eating. Children practise putting on their shoes themselves for outdoor play and washing their own hands before eating.
- Parents talk extremely highly of the progress their children have made since attending. They report how daily communication is thorough and informative about their child's day and achievements. Parents can borrow home-learning packs so they can further support children's reading skills at home.

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:

- consider the planning of activities and available resources to further enhance children's learning that help them to achieve their next steps.

Setting details

Unique reference number	EY342219
Local authority	Suffolk
Inspection number	10394509
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 4
Total number of places	7
Number of children on roll	6
Date of previous inspection	10 September 2019

Information about this early years setting

The childminder registered in 2007 and lives in Hadleigh, Suffolk. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She adopts the Montessori approach to teaching.

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 children's learning. The childminder discussed with the inspector how they ensure both the indoor and outside environments 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 will implement the curriculum and support all children to make progress, including how the childminder intends to plan, observe and assess children in their care.
- The inspector observed the quality of education being provided and assessed the impact that this was having on 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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