

Childminder report

Inspection date: 10 June 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 feel safe, secure and well cared for in the childminder's welcoming home. They form strong and affectionate bonds with her due to her warm, nurturing and responsive nature. The childminder's learning environment is inclusive. Children's backgrounds are valued by the childminder. The range of resources for example books celebrating and reflecting the backgrounds of individual children in her setting helps children develop a strong sense of self. Children are happy and relaxed in the childminder's care. Young babies enjoy reading books and learning new words, such as 'shiny' and 'fluffy', while older children enjoy taking turns mixing ingredients when baking a cake for their friend's birthday.

Outdoor learning is a key strength of the setting. Daily access to fresh air and a variety of real-life experiences supports children's overall development. Regular outings to parks, playgroups and woodlands provide rich learning opportunities. Children observe nature first hand and interact with different people in the community. For example, children love to look at the hedgehog and bird cameras. This broadens their understanding of the world and helps develop valuable social skills.

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

- The childminder provides a variety of physical activities. For example, she supports children to climb on rock-climbing walls at local parks and use their fine motor skills to pick up small hoops. She skilfully encourages children to try for themselves while remaining close by for reassurance. These activities help children develop gross and fine motor skills, ensuring they meet their physical development goals.
- Children make good progress with their communication and language skills. The childminder supports younger children's communication development particularly well. For example, she has conversations by mirroring young babies' babbles and introducing new vocabulary as they play.
- The childminder makes caring and stimulating bonds with children and they settle quickly. The childminder is responsive and tunes in to their needs. She spends one-to-one time with young babies engaging in face-to-face play. For example, young babies giggle with joy as she claps their toes and hands together. Children feel valued and this builds their self-esteem and confidence.
- Children benefit from a mathematics curriculum that is embedded in everyday language and play across the setting. For example, children enjoy measuring while making potions, alongside exciting number hunts planned by the childminder.
- The childminder helps children to develop an understanding of healthy lifestyles. For example, she provides healthy and nutritious meals and runs projects around

teeth brushing to raise awareness of good oral hygiene. This helps children to develop healthy habits for the future.

- The childminder conducts regular risk assessments of her setting, ensuring potential hazards are identified and managed effectively to keep children safe. In addition, she shares important information with children on how to keep safe online.
- Relationships with parents are strong, based on trust and open communication. Parents highly value the childminder's kind and caring manner, as well as the safe and stimulating environment she provides. Regular updates from the childminder, including photos and videos, help parents stay connected to their children's learning.
- The childminder is not always clear about how she uses what she knows about children to plan for their individual learning needs, so that she can even more tightly focus her own teaching skills to help children develop even further. That being said, children enjoy the learning that is provided and there are a wide range of interesting opportunities that contribute towards the progress they do make.
- The childminder evaluates the activities that she does with children. She considers if they have enjoyed the activity. However, she does not yet focus her self-evaluation on how she can develop her own skills to further enhance the quality of her provision or to identify relevant training and development opportunities.

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:

- refine the planning and delivery of the curriculum to ensure that all children benefit from consistently high-quality interactions, carefully tailored to build on what they already know and can do
- develop further the process of self-evaluation to raise the quality of teaching even higher.

Setting details

Unique reference number	EY355236
Local authority	Suffolk
Inspection number	10394832
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	0 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	27 September 2019

Information about this early years setting

The childminder registered in 2007 and lives in Saxmundham, Suffolk. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

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 the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- 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 inspector and the childminder carried out a joint observation.
- Parents shared their written views of the setting with the inspector.
- 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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