

Childminder report

Inspection date: 9 December 2022

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 demonstrate their confidence and how happy they are. The children run to join their friends when they arrive, clearly feeling at home. The childminder develops caring, positive relationships with the children, offering lots of cuddles and affection. The children enjoy spending time at this setting and are excited to see what activities are available. The toys and activities are set out with children's individual interests in mind. The children play happily together. They clearly enjoy each other's company and are learning from one another.

The children anticipate the routine of the day and eagerly help set up for activities with the childminder. They confidently talk about the 'story of the week' and show excitement in taking part in related activities. Snack and mealtimes are social times, with the children enjoying sitting at the table together. They enjoy a selection of healthy fruit at snack and talk about their favourite choices.

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

- The childminder works closely with parents to ensure she offers consistent care in line with their wishes. She has discussions with them about their child's development and together, they plan children's next steps in learning. She plans specific activities to support the children's development that parents are working on at home. Parents report that they feel well informed of their child's day. They feel their requests and concerns are listened to and feel a sense of partnership with the childminder. They report that children make good progress in the childminder's care.
- Children develop their independence skills. They put their own coats and shoes on. They have hand towels with their name sewn on, and this helps them begin to recognise their name. The children wash their own hands and help the childminder wipe the table in preparation for lunch. They tidy away the toys they have played with. The children take pride in being responsible for their environment.
- The childminder attends professional meetings to continue developing her skills. She uses reflection to influence her planning, for example how she uses books and story time. She chooses a 'story of the week' and reads it every day, so it becomes familiar. The children begin to repeat phrases from the story and anticipate the ending. They enjoy a variety of activities throughout the week that link to the story.
- The learning environment offers children lots of activities that reflect their interests. Children practise writing using tracing and templates at adult-led activities. However, there are too few opportunities at other times for children to practise or experiment with their early writing skills freely.
- Language development is a clear focus. The childminder repeats sounds,

corrects pronunciation and extends sentences. She introduces new words and concepts, for example how water becomes ice and becomes solid when it freezes. Children confidently talk about the cold weather and the frozen water.

- Children's behaviour is very good. The childminder has a positive approach to managing behaviour. She focuses on using praise to reinforce the good behaviour. Wherever possible, she ignores negative behaviour. She uses distraction and gentle support to help children through their frustrations.
- The childminder knows the individual children very well. This means that she plans activities in line with their interests. She uses a combination of adult- and child-led activities to support learning. However, sometimes, older children are not challenged enough in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has up-to-date and thorough knowledge of safeguarding and child protection issues. She is knowledgeable on the four types of child abuse and is confident to recognise when a child is at risk. She knows the agencies to contact if she is concerned about a child. The childminder ensures her home is a safe environment. She checks her premises and uses child-safety equipment to minimise risks. As the childminder works alone, she has partnered with another local childminder to act as an emergency carer for the children. Therefore, in an emergency, the children would be cared for by a known suitable person.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- enhance the learning opportunities provided for children to extend their learning
- offer more mark-making opportunities for children of all ages to further develop their early literacy skills.

Setting details

Unique reference number	EY365659
Local authority	Suffolk
Inspection number	10263943
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 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	17 May 2017

Information about this early years setting

The childminder registered in 2008. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Sue Triscott

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector discussed the childminder's curriculum with her and what she wants the children to learn.
- The inspector spoke to a parent and read testimonials from other parents and older children that attended.
- The childminder and inspector discussed an activity together and whether the learning intentions were met for all children.
- The childminder made available some documentation for the inspector to sample, including training certificates.
- The inspector viewed all areas that are used for childminding.
- The inspector observed the childminder's interactions with the children and the impact of the children's learning.

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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