

Childminder report

Inspection date: 29 April 2024

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 happily arrive at the childminder's home. There are evident strong bonds between the children and the childminder, who warmly greets them and is affectionate towards them. The childminder helps children feel a sense of belonging. Children know the routines well. Older children on arrival hang their coats on a peg and settle into their day. Children make choices about where they want to play and confidently explore. They can choose to be outside in the well-equipped garden or use one of the rooms downstairs. The childminder ensures that resources are placed at a low level and accessible for children so they can be independent.

The children thrive in the large garden. The childminder provides a range of items to practise their physical skills. Younger children learn how to step up and down steps, holding their hand out to the childminder when they need assistance. The children excitedly discover the sensory resources and transport the sand and mud to and from the water trays and play kitchen. They smile as they get wet.

Children know the childminder's expectations and behave very well. They are polite and use please and thank you. The childminder supports their developing self-esteem as she repeatedly praises them when they share toys and are kind to one another.

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

- The childminder has a good system in place to identify and monitor children's development. She uses individual boards to note children's achievements and uses her observations to inform what she plans next to build on their interests and learning.
- The childminder implements a curriculum that helps older children to prepare for school. She focuses on helping children to be independent and communicate well. The childminder actively encourages children's communication. For younger children she narrates their play, providing a commentary of words that children listen to and copy. Older children's vocabulary is enhanced through meaningful conversations as well as story times. For children whose speech is not yet clear, the childminder works on pronunciation by gently repeating the word correctly.
- The childminder is attentive to the children's needs and readily adds resources to extend children's play. Children play intricately, they make a train carefully placing their figurines on top of it. With the childminder's support they work out how to stop the figures falling when the train is pulled. They try lots of different ways until they succeed, showing their willingness to persevere.
- The children thoroughly engage in imaginary games and do so for long periods of time. They are fascinated as they play with old mobile phones, pretending to

dial and talk to each other. Even the youngest child copies and babbles into the phone. The childminder follows their lead as she boards their pretend train with them to the seaside.

- Mathematics is used in everyday conversations. Children use mathematical words to compare size and they count with ease. They are enthusiastic and interested in the world around them. Children are fascinated as the childminder points out the birds in the garden, watching with interest as one eats a worm. The childminder regularly takes children to attend a variety of library sessions so they can socialise in larger groups.
- Children follow good hygiene practices and understand the need to wash their hands before eating and after toileting. Children's lunches are provided by parents and the childminder provides snacks. However, she does not consistently provide clear messages about making healthy choices, for example just offering sweet treats.
- Parents are well informed about their children's learning. The childminder regularly sends photos and videos throughout the day and younger children have a diary. She records their learning and shares via a learning story, which parents are encouraged to read and add comments.
- The childminder prioritises training and seeks courses that will enhance her continuous professional development. She has links with the local authority who she can call for advice and guidance. The childminder ensures her premises, including her garden, are safe and secure through daily checks.

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:

- help children to understand the importance of making healthy choices about food and how this contributes to their good health.

Setting details

Unique reference number	EY374496
Local authority	Suffolk
Inspection number	10335865
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 8
Total number of places	6
Number of children on roll	14
Date of previous inspection	29 June 2018

Information about this early years setting

The childminder registered in 2008 and lives in Ipswich, Suffolk. She operates all year round from 8am to 6pm, Monday to Friday, except for family holidays. The childminder holds a relevant early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emily Holt

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 childminder and has taken that into account in their evaluation of the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation together.
- The inspector spoke to children during the inspection.
- The childminder and the inspector discussed their curriculum and what it is that they want their children to learn.
- The inspector considered written testimonials from parents.
- 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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