

Childminder report

Inspection date: 23 May 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 are happy in the care of this warm and friendly childminder. They settle well and enjoy the homely environment that she provides for them. Children develop close and trusting relationships with the childminder, who is attentive to their needs. They go to her for reassurance and are comforted by her cuddles.

Children have lots of fun with the childminder. They squeal with delight as she blows bubbles from a bubble wand, and they excitedly 'pop' them with their fingers. Children thoroughly enjoy interacting with the role-play resources. They demonstrate good imagination as they pretend to speak into toy mobile phones and care for their dolls. Children enjoy listening to stories, and older children select books to look at themselves, fostering their interest in reading.

The childminder has a high expectation for children's behaviour. She has a calm and caring manner and acts as a good role model. Children behave well. They are polite, sociable and play cooperatively with their friends. Children learn to share, take turns and tell visitors they use 'kind hands'. The childminder displays children's creative work on the walls, helping to promote their self-esteem and sense of belonging. Children have daily opportunities for exercise and fresh air, which helps to promote their good health and physical well-being.

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

- The childminder plans a broad curriculum to support children's learning in all areas. She provides enjoyable learning experiences to capture children's interests. For example, children excitedly examine the tiny caterpillars, which they will watch grow into butterflies. The childminder plans regular outings for children to enhance their learning. For example, they visit the local library, attend a singing group and play in the nearby park and meadow. This helps to develop children's social skills and promotes their understanding of communities outside their own.
- Children are encouraged by the childminder to do things for themselves to help them to become independent. For example, children readily help the childminder to tidy up the resources, feed themselves with cutlery and take their own bowls and plates into the kitchen after mealtimes. Children learn good hygiene practices, such as washing their hands before eating. This helps to prepare children for the next stage in their education.
- The childminder skilfully weaves mathematics into everyday activities. For example, she asks children if they would like their toast cut into squares, triangles or rectangles. The childminder uses mathematical language to describe size, such as 'big' and 'small', as children play. She helps children to count and identify numerals. This helps to support children's early mathematical skills.

- Children's communication and language skills are supported well. The childminder encourages children to engage in conversations, showing genuine interest in what they have to say and allowing them plenty of time to think about their answers. She introduces new words such as 'cocoon' and 'watermelon' to extend children's vocabulary. As a result, children develop good language skills.
- The childminder is committed to providing a good-quality provision for children and families. She is proactive in engaging with professional development opportunities to continually enhance her knowledge and skills. The childminder reflects on what she learns and considers how she can use this knowledge to benefit and support the children in her setting. For example, following recent training, she has extended the opportunities for children to develop and practise their early mathematical skills.
- The childminder knows children well. She finds out about each child's interests and needs from the start. The childminder carries out observations to monitor children's development. However, she does not always make the most effective use of assessment to precisely identify children's next steps in learning. As a result, not all activities sharply focus on what children need to know and do next to help them make the most progress.
- The childminder forms good relationships with children's parents. They praise the childminder's kindness and flexible approach. The childminder shares information regularly with parents about their children's achievements and experiences. However, she does not always work effectively with staff at other settings that children attend to share information and provide a consistent approach to supporting children's care, learning and development needs.

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:

- identify children's next steps in learning more precisely, in order to focus sharply on what children need to know and do next to help them make the most progress
- strengthen partnership working with staff at other settings that children attend to provide a more consistent approach to supporting children's care, learning and development needs.

Setting details

Unique reference number	EY429936
Local authority	Suffolk
Inspection number	10335164
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	6 June 2018

Information about this early years setting

The childminder registered in 2011 and lives in Sudbury, Suffolk. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Marisa White

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 provider.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum and what she wants children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector reviewed written testimonials from parents and took account of their views.
- 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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