

# Childminder report

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Inspection date: 14 November 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder provides a welcoming and safe environment for minded children. She offers a broad range of toys and resources, which is stored in the purpose-provided playroom. The children have opportunities to engage in learning indoors, or outdoors under a covered canopy that they can access in all weathers. There is also a focus on regular visits out into the local community. The childminder knows the children and their families very well. She gathers a wealth of information about the children before they start. Children are settled in her care and confidently seek out the childminder for a cuddle should they need reassurance.

The childminder follows familiar routines with the children, where they are supported with their independence skills. They know they need to sit at the table for meals and snacks and learn how to eat with cutlery. Children practise putting on coats and shoes, and they help to tidy away toys when they have finished playing with them. Children are well supported when potty or toilet training, with regular opportunities to use the toilet and wash their hands.

From an early age, children learn about expected behaviours because the childminder sets clear boundaries and praises positive behaviour. At all times, children are supported to listen to each other and to take turns and are encouraged to share. Overall, children are kind and cooperate well. They show empathy as they help a friend to open their water bottle and they hold hands with younger children, showing them what to do. However, at times when children struggle to regulate their behaviour, the childminder does not use the most effective strategies to help them to manage their own feelings.

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

- The childminder is long established and has many years experience in caring for children. She holds a relevant level 3 qualification and holds valid certificates in paediatric first aid and safeguarding. In previous years, she has undertaken a range of training and research to continually develop her professional skills. However, in more recent times, this level of continuous professional development has not been sustained. This is something that the childminder recognises and plans to rectify.
- The childminder supports children's communication and language skills well. She provides a language-rich environment where she chats easily with the children. The childminder gives ongoing commentary. She uses clear articulation as she introduces new words. Time is given for children to respond to questions and to practise their speaking skills.
- The childminder shares a variety of rhymes with the children, breaking into song as she plays alongside them. Children join in with familiar refrains. In addition,

the children are gaining a love of books. They choose a favourite book about a farm and snuggle beside the childminder, in readiness for the story. The childminder tells the story with animation and uses additional props, encouraging the children to make the many different animal noises.

- Children benefit from regular opportunities to engage in activities outside of the home. Children explore the natural world in the local park. They take part in everyday activities, such as visiting the local shops. They build wider relationships when visiting elderly people in the community. Children have further opportunities to enhance their social skills at 'weekly meet ups' with other childminders and their minded children.
- Children use their imaginations as they role play with the small-world farmyard. They problem solve as they have a go at matching farm animals to their offspring. The childminder weaves mathematics into the activities on offer, helping the children to practise counting and sorting items and naming different shapes. However, the childminder does not coherently sequence learning by building on what children know and can do, in order to support them to make as much progress as possible.
- The childminder has very positive relationships with parents, many of whom have used her services for several years. Parents praise the childminder for the care and education that she provides to their children. They also comment on the significant support they have received with issues such as potty training. In addition, the childminder has effective links with early years settings where minded children also attend. These ensure that these children's transitions are smooth and their learning experiences are consistent.

## 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:**

- make use of professional development opportunities, in order to enhance knowledge and skills, particularly with regard to supporting children to regulate and manage their own behaviours
- use knowledge of what children already know and can do, in order to sequence learning and help children to make as much progress as possible.

## Setting details

|                                                    |                                                     |
|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | EY431530                                            |
| <b>Local authority</b>                             | Suffolk                                             |
| <b>Inspection number</b>                           | 10359961                                            |
| <b>Type of provision</b>                           | Childminder                                         |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Childminder                                         |
| <b>Age range of children at time of inspection</b> | 1 to 10                                             |
| <b>Total number of places</b>                      | 6                                                   |
| <b>Number of children on roll</b>                  | 4                                                   |
| <b>Date of previous inspection</b>                 | 5 December 2018                                     |

## Information about this early years setting

The childminder registered in 2011 and lives in Brandon, Suffolk. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She does not currently care for children in receipt of government funding.

## Information about this inspection

### Inspector

Dawn Pointer

### Inspection activities

- The inspector and the childminder discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector observed an activity and carried out a joint evaluation of it with the childminder.
- The inspector spoke to the childminder at appropriate times during the inspection and reviewed a sample of documentation.
- The inspector reviewed written feedback from parents of all children attending the setting and took account of their views.

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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