

Childminder report

Inspection date: 5 June 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are at the centre of this home-from-home setting. The childminder is tremendously caring and conscientious. Children are listened to and their needs met magnificently well. Children confidently make informed choices to explore the well-resourced indoor and outdoor environments. Children take on the challenge of dressing themselves for all weathers. Gleeful squeals of joy are heard as they master putting on their wellies independently. Children enjoy water play and they learn to use different tools to fill a variety of containers. The childminder gives clear instructions and just the right level of support for children to master the skill of using a pipette. Children articulate their deeper knowledge of colours as they comment on shades of blue such as 'light' and 'dark'.

Children build secure and loving attachments with the childminder. They instigate cuddles and consistently respond positively to her gentle and nurturing manner. Children relish weekly trips to the local playgroup where they further develop social skills and broaden peer relationships. They extend their speech and language development superbly well with rich and meaningful discussions. Stories are read in a way that fascinate and encourage an enjoyment of books and learning. Children learn about the world around them on outings such as to the zoo.

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

- Teaching is of an exceptionally high standard. Tailored settling-in sessions mean the childminder gets to know individual children exceptionally well. Robust and regular assessments, such as the progress check at the age of two years old, are extremely thorough and used to inform next stages of learning. Children's ongoing progress is frequently shared with parents and any other settings a child may attend. As a result, all children make significant progress from their starting points and benefit from collaborative teaching.
- The childminder implements a clear and meaningful curriculum that is sequenced and builds on what children already know. She expertly extends children's learning by providing indoor and outdoor environments that are stimulating, spark curiosity and help children to make connections in their learning. For example, while pulling petals off a rose during messy play, the childminder encourages them to smell and count the petals. Additionally, children are introduced to new vocabulary such as 'infusion' as they mix fresh herbs and flowers together to make a scent.
- The way the childminder enhances individual characters is exemplary. Children's physical and emotional well-being is prioritised. They show increasingly high levels of confidence in social situations. The childminder reflects on her practice to ensure an inclusive experience for all children. For example, while children are singing their favourite nursery rhymes, the childminder introduces musical

instruments so that younger children become motivated and excited to also join in.

- The childminder shows great commitment in helping children to learn how to keep themselves safe. For example, children are reminded to sit down if they have food in their mouths. Babies and young children have the chance to become increasingly independent in managing their self-care needs. Children develop perseverance and resilience as they learn to feed themselves with a knife and fork. Children develop excellent hygiene routines and learn about healthy eating habits and lifestyles.
- Children respond extremely well to consistently high expectations that the childminder has for their behaviour and conduct. The childminder gives children time to reflect on their behaviour and praises the positive choices they make. Children are kind and often express genuine care and feelings for others.
- Babies and young children have amazing opportunities to develop their physical and emotional development. They enjoy outdoor play where they make marks and throw and kick the ball to their peers. Children show positive self-esteem as they feel proud to take home their art and craft achievements.
- Parents report an overwhelming appreciation for the safe and excellent care their children are given by the childminder. Daily face-to-face communication and regular meetings to discuss children's progress mean parents know how to further support and extend children's learning at home.
- The childminder is passionate and dedicated to continually improving her practice to ensure that all children, including those with special educational needs and/or disabilities, receive the best possible outcome.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given unquestionable priority. The childminder ensures that she is up to date with safeguarding training, including paediatric first aid. She has a clear understanding of keeping accurate records, making timely referrals where necessary and working with other agencies to ensure that children get the help that is needed. The childminder demonstrates that she is able to identify children who may be at risk of neglect, abuse, grooming or exploitation. She implements effective risk assessments to ensure that children can play safely indoors and outdoors. The childminder knows what action to take if an allegation is made against herself.

Setting details

Unique reference number	EY447910
Local authority	Suffolk
Inspection number	10285558
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	4
Date of previous inspection	10 October 2017

Information about this early years setting

The childminder registered in 2012 and lives in Worlingham, Beccles. She operates all year round from 8am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louisa Taylor

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 childminder and the inspector completed a learning walk together to discuss the childminder's intention for children's learning. The childminder discussed with the inspector how they ensure that both indoor and outside environments are safe and suitable.
- The inspector gathered a selection of parents' testimonies about the childcare setting.
- The inspector discussed with the childminder how she will implement the curriculum and support all children to make progress, including how the childminder intends to plan, observe and assess children in her care.
- The inspector observed the quality of education being provided and assessed the impact that this is having on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children.
- The childminder shared a sample of documents with the inspector. This included evidence of training and the suitability of those living on the premises.

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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