

Childminder report

Inspection date: 5 February 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder creates a welcoming environment where children feel safe and valued. The childminder offers a curriculum that meets children's individual needs and provides enjoyable learning experiences. The childminder helps new children settle, supporting them to build secure attachments. Children respond with enthusiasm and engage well with all adults. They form strong relationships and enjoy their time in the childminder's care, showing a sense of security and belonging.

The childminder teaches children how to stay safe. She reminds them to walk indoors to prevent accidents. She also explains the importance of sitting upright while eating. This helps children develop a strong awareness of safety and follow routines that support their well-being.

Children engage actively in their learning. They choose activities independently and explore the childminder's well-resourced home. Children approach new challenges with a positive attitude, demonstrating persistence and concentration. For example, they enjoy picking up small objects with tweezers while engaging in conversation with the childminder. These activities build key skills and lay a strong foundation for future learning.

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

- Adults support children's language development by singing rhymes and songs. These activities enhance vocabulary, memory and confidence. However, the television being on disrupts their engagement, diverting attention from the activity. This reduces children's focus and limits their participation.
- The childminder keeps parents well informed about their children's activities and progress. She offers ongoing support and guidance. Parents praise her warmth, patience, and dedication. They recognise the positive impact the childminder has on their children. They value her genuine care for their children's well-being. Parents comment that their children have flourished under her care.
- Children develop a love of books as they cuddle in the book corner. Adults engage with children, showing interest in their thoughts and encouraging discussion. They give children time to explore the pictures, ask questions, and predict what will happen next. Adults introduce new words, such as 'wheelbarrow,' to extend their language. However, some children struggle to see the book, which causes them to lose interest as the story continues.
- The childminder reflects on her professional development and looks for courses to enhance her knowledge. She holds regular review meetings with adults working alongside her. She encourages them to reflect on their practice. Assistants benefit from regular supervisions. They celebrate achievements and

reflect on their work. This open approach improves outcomes for children.

- The childminder has acted on the recommendations from the previous inspection. She promotes an inclusive environment. She offers learning opportunities that celebrate different cultures, traditions, and festivals. Through planned activities, stories, and discussions, children gain an awareness of cultural diversity. The childminder fosters respect and appreciation, encouraging children to value differences. This approach supports their personal, social, and emotional growth. It prepares them for life in a diverse society.
- Children make good progress from their starting points. The childminder gathers detailed information from parents about their child's development. She communicates effectively with parents in a variety of ways. This ensures a consistent approach, supporting children's learning and well-being at home and in the setting.
- The childminder has a clear approach to behaviour management. She communicates this effectively with parents. Some parents adopt the same strategies at home. This reinforces consistent expectations and boundaries for children. The collaborative approach helps children develop self-regulation and understand appropriate behaviour.
- Children have daily opportunities to be physically active, both indoors and outdoors. Young babies pull themselves up and cruise around the room, building strength and coordination. Older children have fun moving their bodies, developing coordination as they join in action songs. They learn to follow the rules of games during group play outside. When playing hide and seek, children take turns, practise counting, and develop their social skills through the game.

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:

- reduce distractions in the environment to help children focus on their learning
- strengthen the organisation of story time to help children remain engaged and actively involved.

Setting details

Unique reference number	EY462031
Local authority	Suffolk
Inspection number	10372352
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	0 to 4
Total number of places	7
Number of children on roll	16
Date of previous inspection	12 April 2019

Information about this early years setting

The childminder registered in 2013 and lives in Lowestoft. She works with an assistant. The childminder operates Monday to Friday, from 7.30am until 6pm, all year round with the exception of bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nina Hopson

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and inspector discussed how the childminder organises their early years provision, including the aims and rationale for the early years curriculum.
- The inspector talked to all adults at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this has having on 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025