

Childminder report

Inspection date: 17 July 2023

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

The provision is good

Children are happy and relaxed in the care of the childminder. They develop many skills to help to prepare them for the next stage in their learning. Babies and children delight in listening to the songs and rhymes the childminder sings to them throughout the day. They join in with actions, such as nodding their heads and clapping. These moments are highly enjoyable, and they help to boost children's early communication and language skills.

Children are exposed to a range of experiences outside the setting. For example, they visit the library for singing activities and attend a local dance group. This helps younger children to widen their connections with others and feel more confident when they meet new people and encounter new situations. Children readily approach the childminder for cuddles and reassurance when they are feeling unsettled or tired. This demonstrates how emotionally safe and secure they feel.

Younger children learn to follow simple routines during the day, such as helping to tidy up and getting ready to eat their lunch. They follow instructions well and show that they know what the childminder expects from them. For example, they stop to share a smile with the childminder when she praises them for walking down the steps carefully.

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

- Since the last inspection, the childminder has obtained a relevant paediatric first-aid qualification to meet the requirements of her registration. This ensures that she has an up-to-date knowledge of how to meet children's needs should they have an accident or sustain an injury.
- The childminder assesses children's development through regular observations. She uses the information gained from her observations to plan activities that support children to make good progress in their development. For example, the childminder ensures that toys are purposefully positioned on the play mat to motivate babies to work towards crawling on their hands and knees.
- Although the childminder uses effective skills to extend and challenge children's learning, she occasionally interrupts or over-directs their self-initiated play. For example, she does not always support children to continue to explore toys in ways that capture their interest and provide challenge.
- The childminder understands the importance of effective communication and how to support children's developing language. She narrates children's play and offers them many opportunities to hear and say new words. The childminder responds well to children's verbal and non-verbal cues. This helps children to feel listened to and encourages their early communication skills and confidence in speaking.

- The childminder gathers information from parents about the experiences children have outside of the setting. For example, she recognises that children do not always have opportunities for sensory play at home. She purposefully provides materials, such as coloured rice and spaghetti, to help extend children's experiences of different textures.
- The childminder makes sure that children benefit from plenty of fresh air and exercise. She makes good use of the outdoor spaces and equipment to encourage children to climb, balance and jump. Babies are supervised well when sleeping outside, and the childminder is careful to protect them from the effects of the sun. This ensures that children's health is well supported.
- The childminder values the importance of teaching children how to keep themselves safe. She provides clear instructions and guidance and models safe practices herself. For example, she reminds children to sit down when eating and to avoid putting stones near their mouths to help reduce the risk of choking.
- The childminder has reflected on her practice since the last inspection. She has a clearer understanding of her strengths and areas for improvement. The childminder attends training to extend her awareness of child development. This includes a course in child psychology to help extend her awareness of how to support children's behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure understanding of her role in protecting children from harm. She demonstrates good knowledge of the signs and symptoms that may indicate a child is at risk of abuse or neglect. This includes changes in a child's behaviour or appearance. The childminder reads regular safeguarding updates from the local authority. This helps her to learn about wider safeguarding matters, such as online safety. Since the last inspection, the childminder has shared relevant information with Ofsted to ensure the required checks are initiated on all household members. This helps to ensure that children come into contact with suitable people.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- enhance opportunities for children to fully explore their emerging interests and extend their self-initiated play.

Setting details

Unique reference number	EY475553
Local authority	Suffolk
Inspection number	10278889
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 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	26 January 2023

Information about this early years setting

The childminder registered in 2014 and lives in Hadleigh, Suffolk. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Sarah Clements

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed a planned activity and evaluated this with the childminder.
- Children communicated with the inspector during the inspection.
- The inspector took account of parents' 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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