

# Childminder report

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Inspection date: 10 September 2019

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

### The provision is good

The childminder provides a warm and inviting environment for children to learn in. She focuses well on developing children's coordination and physical skills to prepare them for learning to write. Children are excited and eager to access the outdoors. They freely explore the features of nature, such as mud and water. Children delight in using all of their senses to explore how water feels on their body. They show curiosity as they watch to see which items will sink or float in the water tray.

Children learn to handle books with care. Younger children enjoy special times when they share stories alongside older children and the childminder. Children enjoy singing songs with the childminder. They link their actions with songs they know, for example opening a toy cupboard and spontaneously singing 'the doors on the bus go open and shut'.

Children's behaviour is good. The childminder skilfully helps children to negotiate and share their toys and activities with their friends. She works closely with parents to ensure strategies for managing children's behaviour are consistent. Children demonstrate polite and courteous behaviour, even from a young age. The childminder supervises children well and teaches them to stay safe. For example, she reminds them not to clamber onto the water tray.

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

- The childminder creates an environment where children can make their own choices about what and how they want to play. Children explore objects such as different-sized boxes, and some children choose to make a large tower, while others enjoy placing the boxes inside of each other. The childminder respects that each child has their own ideas and ways of learning.
- Children are provided with lots of opportunities to develop their understanding of the world around them. The childminder regularly takes the children on outings. They visit local lakes and parks, look at animals in the zoo and go hunting for 'dinosaur eggs'.
- The childminder provides children with new and exciting experiences to stimulate their curiosity. For instance, they watch caterpillars change into butterflies. The childminder builds on children's experiences by reading books such as 'The Very Hungry Caterpillar'.
- The childminder is reflective of her own practice. She identifies training to build on her knowledge and skills. She uses what she has learned to support children in the setting effectively, for example implementing new strategies for developing communication and language. However, the childminder does not make the most of her professional links with other providers to learn about and

share good practice to further extend her teaching skills.

- The childminder works well with parents. She involves them in their children's learning and finds out what children enjoy doing at home. Parents say she is good at giving them feedback on their children's activities. They value the childminder's support in enhancing children's healthy food choices.
- Children actively take part in routines that promote good health and hygiene. They wash their hands before snack, singing 'this is the way we wash our hands' to encourage them to wash away the dirt and germs. The childminder carries out visual checks of her home and garden. She acts swiftly to minimise any hazards to children.
- The childminder teaches children about the health benefits of growing their own fruit and vegetables. She has created areas where children plant and tend a variety of plants, including tomatoes, strawberries and runner beans. Children enjoy their mealtimes. They sit sociably together and have discussions about which foods are healthy or less healthy.
- Children have enjoyable experiences that help them to make good progress in their learning. However, at times, the childminder does not pick up on what children say and do to help her to extend and deepen their knowledge.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has undertaken training to help her identify the signs children may display that they are at risk of or are being abused. She has a good understanding of the procedure to follow to report her concerns.

## What does the setting need to do to improve?

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

- extend experiences children have in child-led play to further enhance their learning and deepen their knowledge
- build on the opportunities to learn about and share examples of good practice with other professionals.

## Setting details

<b>Unique reference number</b>	EY342219
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10113159
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	7
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	19 January 2016

## Information about this early years setting

The childminder registered in 2007 and lives in Hadleigh, 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 adopts the Montessori approach to teaching.

## Information about this inspection

### Inspector

Amy Quinton

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed a planned activity and jointly evaluated this with the childminder.
- The inspector discussed children's learning and looked at a selection of policies and other records.
- The inspector checked evidence of the suitability of all household members and the qualifications of the childminder. She also discussed the childminder's self-evaluation.
- The inspector took account of written testimonials from parents.

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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