

# Childminder report

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Inspection date: 19 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	Good
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## What is it like to attend this early years setting?

### The provision is good

The childminder provides children with a stimulating range of experiences to help broaden their knowledge and build on their interests and what they already know. She places a high priority on helping children learn about the natural world. Children are eager to see the childminder's tortoise. They are knowledgeable about the chickens and ducks and enjoy picking apples for their snack. On walks around the village, children are interested in all that they see. They are familiar with simple safety rules, for example they know to look and listen for cars when they cross the road.

Children respond well to the childminder's sensitive and caring manner. New children quickly become attached to her and look to her for comfort and support. Older children are confident and well settled. They are caring towards others, and the childminder helps them understand about the different needs of those younger than themselves. She encourages children to persevere with difficult tasks, such as completing a challenging jigsaw puzzle. The childminder recognises the importance of giving children time and attention. She is alert to what they say and responds with interest to help children learn that their views matter.

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

- The childminder promotes children's communication and language skills well. She skilfully adapts her interactions dependent upon children's age and stage of development. The childminder tunes in to the different ways young children communicate as they begin to develop spoken language. She introduces new vocabulary and speaks clearly and sensitively, using intonation and facial expressions to express her interest in what children say.
- The childminder has high expectations for all children. She encourages them to be independent and gives them time to work things out for themselves. Children are curious and confident to ask questions. The childminder does not speak down to children but answers their questions clearly and honestly to help build on their understanding.
- The childminder sees parents as partners in their children's learning. She is very alert to children's experiences and learning at home and how she can work with parents to help children develop the skills they need for their future learning. The childminder takes account of parents' views and incorporates these into the experiences she provides.
- Children behave well. They are thoughtful and caring and recognise the impact of their behaviour on others. The childminder encourages children to express their opinions while teaching them to respect and take account of each other's views and feelings.
- The childminder allows children to take appropriate risks. She gives them the

freedom and safety to play outdoors and explore the world around them. Children delight in crouching down under the apple trees, exclaiming, 'It's like a big dark jungle'.

- The childminder recognises that she sometimes does not make the most of opportunities to keep her knowledge and skills fully up to date. Instead, she relies upon her own experience and good knowledge of child development. This means that her good practice does not consistently build and develop further over time.
- The childminder makes good use of resources to build on children's interests and expand their knowledge. She poses thoughtful questions to help children solve mathematical problems. Children rise to the challenge and delight in demonstrating skills beyond those expected for a child of their age. The childminder promotes children's enjoyment in books. For example, children enjoy listening to the story of 'Jack and the Beanstalk'. They excitedly open the flaps in the book and predict what will happen next.
- The childminder promotes children's understanding of the importance of having a healthy lifestyle. She involves children in cooking and preparing meals and snacks, especially when they get in from school. She places emphasis on promoting good oral health and ensuring children do not have too much sugar in their diet.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder is knowledgeable about the signs and symptoms that indicate a child may be at risk of harm. She is confident about the action to take to protect children and promote their safety.

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

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

- keep knowledge and skills fully up to date with childcare initiatives aimed at improving children's future life chances even further.

## Setting details

<b>Unique reference number</b>	250868
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10071310
<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>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	4 June 2015

## Information about this early years setting

The childminder registered in 2002 and lives in Wenhaston, Halesworth. She operates all year round from 7am to 5.45pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3.

## Information about this inspection

### Inspector

Gill Thornton

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact on children's learning. She spoke to children and took account of their views.
- The inspector spoke to the childminder at appropriate times throughout the inspection. They discussed the learning taking place and the reasons why the childminder provided the resources and experiences that children took part in.
- The inspector went on a walk with the childminder and the children.

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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