

Childminder report

Inspection date: 27 September 2019

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

Children enjoy their time with the childminder. They are confident, happy and engage in a range of activities. The childminder has clear plans for what she wants children to learn. She observes what children are interested in, and can do, and uses this information to plan ways to extend children's learning. The childminder skilfully weaves opportunities for children to enhance their knowledge into their play and planned activities. She helps them to learn new words, recognise colours and count objects.

Children quickly become very independent as the childminder gives them many opportunities to have a go at doing things for themselves. Pre-school children manage their own self-care and speak very well for their young ages. They engage particularly well in role-play activities, for instance pretending to be doctors, hairdressers and caring for toy babies.

The childminder supervises children well and helps them to learn to stay safe. Children are cooperative and listen carefully to the childminder's requests. The childminder teaches children how to share and consider the needs of their younger friends. She is very positive and uses praise to help build children's understanding and self-esteem. Children are caring and considerate to each other and the childminder.

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

- The childminder takes children on visits in the local area to develop their experiences. She helps children to learn about festivals, celebrations and to respect differences. Children develop the skills they need for their future learning. They show positive attitudes and behave very well.
- Children have lots of opportunities to learn about the natural world. The childminder provides hands-on experiences for children to learn about life cycles. For instance, children learn about the life cycle of a caterpillar and find out how a chick hatches from an egg.
- The childminder enthusiastically joins in with children's play by offering comments, introducing new words and asking questions to help children to develop their speech. Occasionally, the childminder does not give children enough time to think and fully express their views before moving on.
- The childminder keeps up to date with mandatory training and seeks further opportunities to develop her practice. The childminder is developing her partnerships with other settings children attend to provide further consistency in children's learning.
- Partnerships with parents are strong. Parents say their children 'adore' the days they spend with the childminder. Parents receive regular updates on their child's

progress and detailed daily information about their child's activities and care routines.

- The childminder has high expectations of children and encourages them to try to do new things. At lunchtime, she teaches pre-school children how to make their own sandwiches. They concentrate very well as they spread the butter carefully and choose their desired fillings. The childminder helps children to name shapes as they cut their sandwiches and count how many raspberries they have left.
- The childminder supports children very effectively with toilet training. For younger children, she makes nappy changing a positive experience. For example, the childminder talks through what she is doing and helps children learn sign language for 'nappy change'.
- Since the last inspection, the childminder has worked on introducing ways to help children to extend their play. She helps children to choose their own resources. Where she identifies that a child is interested in a particular type of role play, such as a hairdressers, she adds further props to their play to extend their motivation and learning. Children enjoy trying on dressing-up clothes and jewellery. They curiously look at their reflection in the mirror.
- The childminder helps children to settle when they first start in her care. She often visits the children in their own homes and arranges to visit local toddler groups with parents and new children, so they can get used to her in a relaxed environment. Children show strong bonds with the childminder and enjoy her company very much.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to identify signs and symptoms that a child may be at risk from harm or exposed to extreme views. She attends safeguarding training to update her knowledge and is aware of how to report any concerns that may arise about a child or family. The childminder keeps detailed policies and procedures to support her practice. She checks her home and garden are safe and secure for children to play and learn. The childminder helps older children to stay safe online. When they complete their homework, she ensures they use suitable websites and games and monitors their online activity closely.

What does the setting need to do to improve?

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

- extend the time given to children to think and explain their ideas during play
- continue to enhance partnerships with other settings that children attend, to promote a more joined-up approach to children's learning.

Setting details

Unique reference number	EY355236
Local authority	Suffolk
Inspection number	10073906
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	22 April 2016

Information about this early years setting

The childminder registered in 2007 and lives in Saxmundham, Suffolk. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Helen Hyett

Inspection activities

- The inspector had a tour of the childminder's home. The childminder explained how she plans for children's learning and the experiences she wants to provide for them.
- The inspector observed the childminder interacting with the children during play and daily routines.
- The inspector spoke to the children about their play and activities. She looked at parents' feedback to obtain their views.
- The inspector jointly evaluated the success of activities with the childminder.
- The inspector looked at relevant documents, such as evidence of suitability for those living in the home and the childminder's qualifications.

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 2019