

Childminder report

Inspection date: 20 September 2019

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 demonstrate that they feel safe and relaxed in the childminder's care. They know where to find toys and games, which they enjoy using in a wide range of different ways. For example, toddlers delight in exploring dried rice and pasta and listening to the sound it makes as they let it fall through their fingers onto a tray.

The childminder and her assistant have a good understanding of how well children are developing their knowledge and skills. They notice children's changing interests and make sure these are reflected in the activities and experiences they provide. Opportunities for children who prefer to learn outdoors are particularly good. Children enjoy the challenge of climbing on top of the bales of hay before eagerly jumping off. This helps to develop their physical strength and ability to balance and land safely.

Children receive lots of praise and attention from the childminder and her assistant. This helps children to build good levels of self-esteem and boosts their determination to try out new tasks for themselves. The childminder works closely with parents to help ensure children are given consistent messages about right and wrong. Children are keen to help with tasks and often choose to take the lead when tidying up toys.

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

- The childminder is thoughtful and considerate of children's individual care routines and emotional needs. She gathers specific information from parents before a child attends, and reviews routines regularly to help ensure children settle well and experience good continuity of care. For example, the childminder takes time to understand how each child prefers to be comforted and reassured when they are feeling tired or unsettled.
- The childminder regularly assesses each child's development and identifies any gaps that are emerging. This information is used well to plan additional activities and support for children, including those in receipt of funded early education. The childminder monitors the quality of teaching and actively researches new ideas and approaches to enhance the curriculum. For example, she provides children with a light box to help inspire their interest in making marks and to strengthen their physical skills in preparation for writing.
- Children have a clear understanding of language and demonstrate good listening skills. Toddlers follow instructions well and begin to use single words and gestures. However, sometimes, the childminder and her assistant ask questions in quick succession or provide answers to questions before giving younger children time to develop their thoughts and express their responses.

- The childminder helps children to build effectively on their experiences outside of the setting. For example, when children show an interest in using a vacuum cleaner at home, the childminder provides opportunities for them to learn to use other real household tools, such as knives for spreading and long-handled brooms for sweeping.
- The well-qualified childminder leads the setting well and has worked hard to meet all the actions set at the previous inspection. For example, she has established effective arrangements for the supervision of her assistant. They often complete online training courses together and use this as an opportunity to evaluate and improve their teaching practice.
- Parents speak very highly of the childminder and her assistant. They are encouraged to share their views and have daily opportunities to exchange information about their children's progress. Parents say that they appreciate the genuine bonds their children have with the childminder and how well she helps them to learn.
- Partnerships with other early years providers are very effective. For example, the childminder welcomes local Reception teachers into her setting to meet the children who are due to move on to school. This helps children to begin to form new relationships and supports them to feel emotionally ready for the next stage in their learning.

Safeguarding

The arrangements for safeguarding are effective.

Since the previous inspection, the childminder has made good improvements to her understanding of safeguarding issues. Together with her assistant, she completes relevant safeguarding training and researches the most up-to-date procedures for reporting any concerns about a child's welfare. The childminder is alert to identifying and managing any signs that a child may be at risk of exposure to extreme views or behaviours. Children are always well supervised. The childminder carries out thorough safety checks to help ensure all areas of the premises and toys are safe and suitable for children to access. This helps to protect children from harm.

What does the setting need to do to improve?

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

- allow younger children enough time to think more deeply and formulate their response to questions during play and discussions.

Setting details

Unique reference number	EY446672
Local authority	Suffolk
Inspection number	10113340
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	12
Number of children on roll	16
Date of previous inspection	6 June 2019

Information about this early years setting

The childminder registered in 2012 and lives in Chelmondiston, Ipswich. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Clements

Inspection activities

- The inspector discussed with the childminder and her assistant how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- An activity was observed and evaluated by the inspector and the childminder.
- The inspector took account of the views of parents expressed in written testimonials.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons living in the household.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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