

# Childminder report

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Inspection date: 7 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

The childminder is trained in Montessori teaching. She uses this philosophy to help her build on children's foundations for future learning. For example, she prepares the learning environment with specific activities for real-life experiences. The childminder provides a varied and interesting range of age-appropriate toys and resources, both indoors and outside. These are designed to reinforce and build on what children already know. Children use resources independently and return them when they have finished with them, supporting their independence and sense of belonging.

Children are happy and show a positive attitude to learning. They are encouraged to consider the needs of others and keep themselves safe, for example when playing on the 'Pikler triangle' climbing frame. The childminder reminds children to wait for their turn and how to use the equipment safely. Children play imaginatively, based on their own experiences. For example, when using a pretend toolbelt and tools, they turn the wheeled toys over and pretend to fix the wheels. The pliers then become secateurs and children pretend to trim the small bush in the garden. Children enjoy their time in the setting. The childminder shows genuine care and concern for them and builds close emotional bonds with them.

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

- The childminder supports children's communication and language skills well. She engages children in conversation and actively listens to what they say. Children are confident communicators. They readily chat together as they sit in the den in the garden. Children enjoy looking at story books together and talking about the illustrations.
- The childminder considers children's individual learning needs when planning for their next steps. Although she does not always pay sufficient attention to helping children to persevere in activities of their own choosing, activities are interesting and motivate children to play, learn and make good progress.
- Children are learning about mathematical concepts. They explore numbers as they play. For instance, the childminder provides children with laminated number cards that they can sequence, using pegs to attach them to a line. The childminder provides additional resources, such as dry-wipe pens, so that children can write on the cards and attempt to copy the numbers.
- The childminder establishes friendly and trusting relationships with parents. She actively encourages them to remain involved in their children's learning, for example lending story sacks for parents to use with their children at home. Written testimonials from parents demonstrate the high regard they have for the childminder. Comments include 'you can't put a price on your children's well-being and we're extremely happy we chose you'.

- The childminder builds strong partnerships with others who provide care and learning for the children. This successful, two-way flow of information helps ensure children's individual needs are identified and addressed.
- Children confidently do things for themselves. They readily set the table for lunch, putting out the placemats, cutlery and cups. Children manage self-care skills relevant to their age and stage of development, such as taking themselves to the toilet and washing their hands.
- The childminder sets clear and consistent behaviour boundaries for the children. She gently reminds them of these when managing unwanted behaviour. She supports children well to play together and learn to negotiate the use of toys and equipment.
- The childminder is enthusiastic about her professional development and the continuous improvement of her provision. She reflects on training and makes changes to promote the best outcomes for children. For example, at lunchtime children are encouraged to crack their own eggs into the bowl for cooking. The childminder recognises that it is quicker and tidier to do it herself, but understands the importance of teaching children everyday skills to help them succeed in life.
- Children's move from home to the childminding setting is managed well to help children settle. Parents welcome the good levels of communication and state that 'from day one you have worked with us'. They appreciate that the childminder gets to know both the child and the family.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding up to date. She has a good understanding of her responsibilities to keep children safe from harm. The childminder is aware of the indicators of abuse and knows how to report concerns. She has reviewed her knowledge and understanding of how to identify when families or children might be at risk of harm from extreme behaviours and views. The childminder understands how to support vulnerable families. She actively promotes children's safety and well-being throughout the day.

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

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

- focus more closely on helping children to persevere in activities of their own choosing.

## Setting details

<b>Unique reference number</b>	EY542985
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10099562
<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 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Ipswich, Suffolk. She operates all year round from 8am to 5.30pm on Monday, Tuesday, Wednesday and Friday. The childminder does not work on Thursday during school hours, or on bank holidays or family holidays. She holds an appropriate qualification at level 5.

## Information about this inspection

### Inspector

Jacqueline Mason

### Inspection activities

- The inspector and the childminder held a discussion to understand how the early years curriculum is organised.
- 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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