

Childminder report

Inspection date: 16 October 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and show that they feel very safe in the childminder's care. Strong emphasis is placed on supporting children's physical and emotional well-being. The childminder takes time to find out about the toys and activities that interest children the most and ensures these feature widely in the curriculum. Children confidently explore their own ideas and enjoy the challenge of solving problems. For example, they watch as the childminder shows them how to connect pieces of a train track, before having a go for themselves. They have plenty of space to spread out as they play and explore the toys in different ways.

Since the previous inspection, the childminder has enhanced the opportunities for children who prefer to learn outdoors. Children develop a strong appreciation for living things and the natural world around them. For example, they are encouraged to observe birds in the garden and enjoy collecting leaves and fallen apples during local walks. All children acquire the skills they need for moving on to the next stage in their education.

Younger children thrive in the care of the nurturing and attentive childminder. They often invite her to join in with their play and happily assist with tidying tasks. The childminder provides plenty of praise and encouragement to reinforce children's positive behaviour and attitudes.

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

- Children experience a carefully planned settling-in experience that is tailored to meet their individual needs. The childminder finds out about children's care practices at home and follows these closely to support children's health and well-being. She pays close attention to their needs. For example, she quickly notices when they need a cuddle for reassurance or when they are becoming tired.
- The childminder provides a wide range of exciting activities that support children's learning in all areas of the curriculum. For instance, she encourages children's developing language skills and creativity as they explore paint and describe the marks they make. She introduces interesting objects to extend children's physical control, such as root vegetables and dried spaghetti for children to dip, roll and swirl in the paint.
- The childminder observes children continuously and follows their progress closely. She has a strong understanding of each child's current stage of development and knows where they need specific support to move forward in their learning.
- Children benefit from many opportunities to extend their mathematical skills. The childminder skilfully counts as children add blocks to build a tower and encourages them to explore concepts of capacity when playing in the mud

kitchen.

- Children encounter many opportunities to develop their resilience and learn how to persevere. For example, the childminder recognises when children are determined to complete the tricky physical task of hooking two vehicles together. She skilfully gives them time and space, and the right amount of encouragement, to motivate them to keep trying.
- The childminder encourages children to think about the importance of being respectful of the feelings of others. However, she does not make the most of opportunities to enrich children's awareness of different faiths and cultural events and practices.
- Partnerships with the local school and other early years providers are well established. The childminder finds out about how children are progressing during their time at nursery. She uses this information effectively to plan a joint approach to support children in specific areas of their development.
- The childminder meets up with other experienced childminders and welcomes visits from local authority advisers. She uses this as an opportunity to extend her professional development and gather new ideas to enrich the quality of teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs that may indicate children are at risk of harm. She understands her duty to protect children, including the action she must take to report concerns about a child's welfare to relevant agencies. The childminder closely monitors children's access to online games and activities and talks to parents about how they can help their children to stay safe when using electronic devices at home. Thorough risk assessments help to ensure all areas of the childminder's home and toys are safe and suitable for children to access.

What does the setting need to do to improve?

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

- enhance opportunities for children to broaden their awareness of different faiths and cultural events and practices.

Setting details

Unique reference number	EY403048
Local authority	Suffolk
Inspection number	10072033
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	11 November 2015

Information about this early years setting

The childminder registered in 2009 and lives in Needham Market, Suffolk. She operates all year round from 7.45am to 6pm, Monday to Thursday, except for bank holidays and family holidays. 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 had a tour of the childminder's home and discussed with the childminder how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during activities 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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