

Childminder report

Inspection date: 13 November 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 settle quickly to play. The childminder and her assistant work closely as a team and children's well-being is at the heart of their practice. They are very knowledgeable about the natural world and passionate about helping children to learn about nature. They give high priority to providing outdoor learning experiences for children. They take children on frequent trips out in the local community and to places of interest. As a result, children are active, develop an understanding of the natural world and make connections to real-life experiences.

Children visit the forest and explore the nearby beach, looking for pieces of smooth beach glass to examine. They make a weekly trip to a local farm, where they feed the animals and engage in practical activities such as making lard-based bird feeders for the winter. They have opportunities to be independent and interact within a larger group of young children when they make their weekly trip to the local toddler group. These activities significantly enhance children's wider learning across all areas of the curriculum.

The childminder and her assistant support children's communication skills effectively. They embed good manners and use positive behaviour management techniques to help children to learn to manage their own behaviour. As a result, children behave well.

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

- Children are provided with a welcoming, safe and homely environment where they can help themselves to a good range of toys. These are supplemented with activities, which interest and motivate the children. Children learn about the life cycles of frogs and moths. They use tools to put parts of a toy digger back together and learn how a magnet works, when joining carriages and constructing a train track. They sing favourite songs and move their bodies to music. Children confidently climb a climbing wall and 'whoosh' down the slide. They begin to solve problems, working out how to reach items floating in the water tray, without getting wet.
- The childminder and her assistant work effectively in partnership with parents. Information is gathered from parents when their children first start, and routines from home are closely followed. Parents are kept well informed about their children's care and learning and how they can further enhance their children's learning at home. All parents are very complimentary of the service provided. They all comment favourably about the care and education offered.
- The childminder knows the children very well. She makes regular assessments of what they know and can do and plans next steps in their learning. Gaps in children's learning are quickly identified and appropriate support is put in place.

The childminder and assistant help children to develop the key skills in readiness for the next stage in their learning. However, partnerships with other early years settings, where childminded children have recently started, are not well established. As a result, there is not yet a consistent approach to support care and learning for those children.

- The childminder reflects on her practice and seeks to continually improve her provision. The childminder and her assistant recognise the benefits of continuous professional development and have completed all mandatory training. They have enhanced their knowledge of early years practice further through a wealth of online courses, webinars and training in the local community. They have used their knowledge to improve their teaching and have plans in place to further improve learning opportunities in their garden.
- Good emphasis is placed on promoting children's language skills. The childminder and her assistant confidently read stories to the children, altering pitch and tone to bring stories to life. They use commentary as they play with the children, asking questions and giving children time to answer.
- The childminder and her assistant develop children's vocabulary. They repeat words that children use, using correct pronunciation, and introduce simple mathematical concepts. However, children have fewer opportunities to build on their early literacy skills and learn to recognise common words, letters and numbers in print.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant keep their knowledge up to date by completing appropriate training in both child protection and paediatric first aid. Policies and procedures are in place that underpin all aspects of practice and include appropriate contact details should there be a concern. The childminder and her assistant can recognise possible signs and symptoms of abuse and have a secure knowledge of the responsibilities associated with keeping children safe. They know the action to take if they are concerned about a child's well-being. The premises are safe and secure, and the childminder and her assistant supervise children well.

What does the setting need to do to improve?

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

- enhance links with other early years settings where childminded children also attend, in order to provide a more consistent approach to the care and learning for those children
- provide more opportunities for children to build on their early literacy skills and learn to recognise common words, letters and numbers in print.

Setting details

Unique reference number	EY433101
Local authority	Suffolk
Inspection number	10072044
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	12
Number of children on roll	10
Date of previous inspection	11 December 2015

Information about this early years setting

The childminder registered in 2011 and lives in Lowestoft, Suffolk. She operates all year round from 8am to 6pm, four days a week, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works with her husband, who is her assistant.

Information about this inspection

Inspector

Dawn Pointer

Inspection activities

- The inspector looked around the home with the childminder and discussed the learning experiences provided for children.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and her assistant at convenient times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living and working on the premises.
- The inspector took account of the views of parents through discussion and written testimonials available during the inspection.

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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Textphone: 0161 618 8524
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