

Childminder report

Inspection date: 23 December 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy and well settled in the childminder's care. They move confidently around her child-friendly home, freely choosing their favourite toys. Children use their imagination while playing with small-world figures. They pretend that Father Christmas is delivering presents in a tractor and describe what is happening while they play. Children enjoy a stimulating range of experiences that help expand their knowledge and interests. They have many opportunities to learn about the natural world. They have seen duck eggs hatch in an incubator and they go with the childminder to feed her sheep.

Children of different ages are learning to play together. The childminder manages any challenging behaviour calmly and consistently and helps children to understand the impact of their actions on others. Children enjoy snuggling up with the childminder while she reads them a book of nursery rhymes. They learn to share and take turns as they open the flaps and talk about what they see in the pictures. Children follow well-established safety rules when crossing the road to school. The older ones hold hands with the younger children and they cross in pairs. The childminder's large garden provides many opportunities for children to play outdoors and let off steam after a long day at school.

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

- The childminder currently provides wraparound care for children attending the nearby school and pre-school. She balances her time to cater for the needs of the families that use her service. Her house is well organised to enable her to effectively supervise the number of children of different ages attending.
- Parents are very complimentary about the childminder and the experiences she provides. They praise her flexibility and describe her as 'priceless', saying she has 'helped out massively'.
- The childminder works in close partnerships with the other settings that children attend. She discusses children's progress with them and they share strategies to help close any gaps in children's development. She is careful to complement children's learning in school and pre-school while providing them with experiences they are not getting elsewhere.
- Children freely choose what they would like to do in the childminder's home, which particularly suits them after being at school all day. However, sometimes, the childminder does not give sufficient consideration to the different ages and interests of the children due to attend. Occasionally, children distract the play of others as they are not fully involved in activities that capture their curiosity and attention.
- The childminder places a good focus on promoting children's language and communication skills. She repeats back what children say to emphasise the

correct pronunciation of words and provides parents with advice about how they can support children's speech. She asks children questions to encourage them to explain their thoughts and she listens with interest to what they say.

- Children enjoy role play. They change the playhouse into different scenarios depending on their current interests. They use imaginative language and share ideas as they play together, putting on different voices dependent upon the role they are playing. The childminder provides them with a good range of resources to support their imaginative play, such as dressing-up clothes and readily available writing materials.
- The childminder adapts her interactions dependent upon the ages of the children attending. She sensitively responds to the needs of the youngest children and encourages them to make choices as they play. She follows their interests and helps them find further resources, such as different animals, to extend their ideas. She encourages them to count and work out what number comes next as they find more animals.
- Children learn to sit and eat together at the table. Parents report that children eat things at the childminder's that they would not eat at home. Children take part in cooking activities, such as making snowmen biscuits or making pizzas to have for their tea.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of the signs and symptoms that indicate a child may be at risk of harm. She is confident about the action to take to protect the children in her care. She knows what to do if an allegation of abuse is made against herself or a household member.

What does the setting need to do to improve?

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

- plan more effectively for the different ages and interests of the children present to help promote higher levels of curiosity and concentration.

Setting details

Unique reference number	EY543370
Local authority	Suffolk
Inspection number	10132737
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 10
Total number of places	6
Number of children on roll	18
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Swailland, near Ipswich, Suffolk. She operates all year round, including some weekends. The childminder provides care before and after school and during the school holidays from 6.30am to 6.30pm. She occasionally provides overnight care.

Information about this inspection

Inspector

Gill Thornton

Inspection activities

- The inspector observed the quality of teaching and assessed the impact on children's learning. She spoke to children and parents during the inspection and took account of their views.
- The inspector had a tour of the premises and discussed with the childminder the learning taking place and her reasons for providing the resources and experiences children took part in.
- The inspector looked at relevant documentation and checked evidence of suitability of household members.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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