

# Childminder report

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Inspection date: 8 January 2020

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<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### The provision is outstanding

The childminder provides an extremely calm, nurturing and purposeful environment where every child is valued. She knows their individual personalities and interests exceptionally well. Children, many of whom have attended since they were babies, show very secure attachments to the childminder and clearly enjoy spending time with her. She gives them time and attention to flourish, and, as a result, they are extremely settled and confident in her company. Children's behaviour is impeccable, and they are incredibly polite. They know and understand how to behave and show a natural empathy and respect for others, for example when they accidentally bump into one another.

Children enjoy a very good balance of planned, high-quality learning experiences that are thoughtfully and carefully presented to capture, maintain and extend their interests. Outdoor play experiences and outings into the local community are equally well planned and include excellent opportunities for those children who love to learn outside.

The childminder shows a firm understanding of how children learn. She has high expectations of the children and uses accurate and precise assessments of children's learning to inform planning that then entirely reflects children's individual interests, styles of learning and needs. She uses excellent teaching techniques to skilfully help children to be very independent, while facilitating learning and setting suitable challenges for the children to persevere and explore their ideas even further.

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

- Children have exciting opportunities to learn in a wide variety of ways. They explore the properties of ice and water, following a theme of 'the cold'. They learn about capacity and volume, using tools such as scales, spoons and syringes to experiment. They find out about the animals that live in cold climates and, later, competently match and sort pairs of gloves and winter clothes.
- The childminder captures children's interest and imaginations using the beautifully presented resources, including role play and small-world activities that reflect their interests. As a result, children practise their speaking as they talk animatedly about riding a bicycle, celebrating birthdays and gain knowledge of what a passport is used for. In addition, they concentrate for prolonged periods as they figure out how to fit pieces of a challenging puzzle together, knowing to check that they have done it correctly against the picture on the box.
- Children gain an outstanding understanding of healthy eating and lifestyles. They say that they love to eat biscuits but know that they are not a healthy choice. They confidently discuss the benefits of healthy foods. Children

competently peel and cut up their banana at snack time and put their plate away. Planting and harvesting some of their own produce in the summer months supports their learning further.

- Children show excellent independence skills as they self-register upon arrival. They know to refer to a visual picture timetable to find out what happens next. Children help to prepare an activity as they collect ice from the freezer. Later, they learn self-care skills as they practise dressing their teddy, ready for outside.
- Partnerships with the parents and other settings where children also attend are exceptionally effective. Children benefit from high levels of continuity in their learning as the childminder regularly shares children's achievements and progress. Parents are highly involved in their children's learning. The childminder routinely shares what children have learned and provides ideas and activities to extend this learning with their parents at home.
- Children have excellent opportunities to practise language and listening skills, as the childminder encourages children to think, persevere and try things for themselves. She reads stories to the children, adapting pitch and tone to bring stories alive. Story telling is enhanced with props and puppets to capture young children's interest. More capable children listen to stories again, copying turning the pages of the book while watching the story unfold on the laptop.
- The childminder continually seeks to improve what she offers. She has completed a wealth of online courses, webinars and training. She has used new knowledge gained to introduce new activities, using 'loose parts' and natural materials, to further support children's creative thinking.

## Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are of paramount importance to the childminder. She keeps her knowledge of safeguarding issues, including internet safety, up to date. She has attended training and carries out her own research. Clear policies are in place and include appropriate contact details should there be a concern. The childminder knows the action to take if she is concerned about a child. The premises are safe, and the childminder supervises children extremely well. Children demonstrate an excellent knowledge of how to keep themselves safe in the home and as they cross the road on the way to pre-school.

## Setting details

<b>Unique reference number</b>	EY379645
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10113039
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 to 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	5 June 2015

## Information about this early years setting

The childminder registered in 2008 and lives in Carlton Colville, Suffolk. She operates term time only from 8am to 5.30pm, Monday to Friday. She receives funding to provide early education for four-year-old children.

## Information about this inspection

### Inspector

Dawn Pointer

### Inspection activities

- The inspector discussed with the childminder how she plans and organises the early years curriculum for the children in her care.
- The inspector observed the childminder interacting with the children and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and the children at appropriate times throughout the inspection.
- The inspector observed a planned activity and evaluated the quality of teaching and learning with the childminder.
- The inspector accompanied the childminder and children when they walked to drop off at a local pre-school.
- Parents' views were taken into account through written testimonials.
- A range of documentation was sampled, including suitability checks and children's learning records.

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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