

# Childminder report

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Inspection date: 9 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 enjoy their time in the setting. They are busy and active learners who engage well in the activities that the childminder provides. Older and younger children play and interact cooperatively together. The childminder, her co-childminder and assistant take account of children's capabilities to ensure they target teaching to each child's individual needs.

Children behave well. They are polite and have good manners. They follow rules and boundaries with ease. Older children engage for sustained periods of time playing turn-taking games and develop good friendships with their peers. Young children begin to learn the importance of sharing resources. Children develop secure attachments to the childminder, her co-childminder and their assistant. They are perceptive to children's needs, such as when they are tired or hungry. Young children quickly settle in the childminder's care. They sleep soundly, which shows they feel safe and secure.

The childminder has high expectations for children. She supports them to develop skills so that they are well prepared for when they start school. Children show good levels of independence and develop early writing skills. They count and recognise numbers. They show very positive attitudes to learning. The childminder continues to help children to build on their skills and considers ways she can extend them even further.

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

- The childminder provides children with an enjoyable and stimulating environment. Young children freely move around the setting and choose what they want to do. They show good levels of concentration as they try hard to connect and detach clips and buckles. They are determined to achieve their goal. Older children play a dominoes game. They count the correct number of dominoes to start the game and show high levels of engagement throughout. They count the spots and match tiles to the corresponding number. This supports their mathematical development.
- Children enjoy singing songs and rhymes. They all engage equally well in music activities. They regularly practise the actions and movements. Young children learn to move in different ways as they march and step. Older children show good hand-to-eye coordination as they sing and do the actions to a 'pat-a-cake' song.
- The childminder is committed to her continued professional development. She regularly meets with a group of childminders and sources training to help her to enhance her knowledge and skills. She shares information from training she has attended with her co-childminder and their assistant. They work closely as a

team and communicate well with each other throughout the day, each knowing their individual roles and responsibilities well.

- The childminder follows good hygiene procedures and successfully teaches older children to manage their own personal needs. Children know when it is appropriate to wash their hands. The childminder manages younger children's personal care needs effectively. She talks sensitively to them during nappy change time and promptly wipes their noses when needed.
- All children show good communication and language skills. Young children confidently use simple words and make sounds. Older children regularly engage in conversations with the childminder and each other. They listen to and follow the childminder's instructions and eagerly answer her questions. The childminder models words and sounds that young children confidently repeat.
- The childminder knows each child well. She shares information with parents about children's achievements and progress. She works closely with them to help children to achieve their next steps in learning. Parents comment positively about the range of activities the childminder provides for children and her focus on preparing them for school.
- Children regularly visit the childminder's allotment to plant, grow and harvest fruit and vegetables that they later taste. This helps them to learn about where fruit and vegetables come from and how to eat healthily. Children follow routines, such as snack and lunch time, and promptly sit to eat. However, the childminder does not use these times to build on children's learning even further. At times, the childminder, her co-childminder and their assistant engage in routine tasks. Children lose focus and do not benefit from high-quality adult interaction.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the procedures she must follow if she has any concerns about a child's welfare. She has secure policies and procedures in place, such as what she would do if a child arrives at the setting with an injury or skin mark. She knows how to identify signs that a child may be at risk of harm. She has attended child protection training and keeps up to date with wider safeguarding issues. She has regular conversations with her co-childminder and their assistant to ensure they all have a thorough and robust knowledge of safeguarding procedures.

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

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

- use routines of the day, such as snack time, as high-quality learning opportunities to continue children's good level of enjoyment and engagement throughout the day.

## Setting details

<b>Unique reference number</b>	EY253300
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10073173
<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 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	19 January 2016

## Information about this early years setting

The childminder registered in 2003 and lives in Lowestoft, Suffolk. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She works with her husband and her daughter. Her husband is also a registered childminder and her daughter is her assistant. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Julie Meredith-Jenkins

### Inspection activities

- The inspector had a tour of the childminder's setting and made observations throughout the inspection of children's experiences.
- The inspector spoke with the childminder, her assistant and children at appropriate times during the inspection.
- The inspector spoke with parents to gather their views and took account of parents' views through written feedback provided.
- The inspector carried out a joint observation with the childminder of the children and her assistant engaged in an activity.
- The inspector looked at a sample of documents, including evidence of the suitability of all persons living and working on the childminder's premises.

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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