

Childminder report

Inspection date: 4 February 2020

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

The provision is good

Children spend their time in a comfortable and inviting wood cabin in the childminder's back garden. They enjoy playing with a variety of intriguing items. These are purposefully selected by the childminder and cover all areas of learning. Children chat to each other and the childminder during mealtimes. This helps to develop their social and communication skills.

Children's learning is well promoted as they confidently experiment with the high-quality toys. For example, they focus on building towers with the childminder, using small wooden log style bricks. They talk about numbers and recognise them during their play. Children feel free to explore their curiosities. They develop their own ideas. For example, they build a house with walls and a roof from a selection of board books. They use further resources, including small pearl beads, while being carefully supervised by the childminder. They enjoy laying the pearls out on a special wooden board and counting them. Older children begin to link numerals to the number of beads.

Regular time outside in the childminder's garden and on outings to local forests and parks give children time and space to enjoy what the great outdoors has to offer them. This supports their physical fitness and well-being.

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

- The highly qualified childminder regularly evaluates her own practice. She reflects on what is working well and what needs further work to consistently achieve and maintain her aspirational standards. The childminder completes a wide variety of training. This helps her to continuously improve her practice.
- The childminder knows how to ensure that children make good progress. She helps children's speaking and listening skills to develop particularly well. The childminder recognises and values children's love for having plenty of time to actively explore outdoors. She identifies that taking managed risks promotes children's thinking and self-confidence. The childminder regularly takes children to local outdoor learning sessions. This has a positive impact on their development and well-being.
- The well-designed outdoor area provides children with plenty of opportunities to challenge themselves. For example, they enjoy squirting water across a fence and take turns using a slide. This area is constructed to be used flexibly to meet the play and supervision needs of babies and older children alike. The use of barriers with a variable height means that it can be adapted for different children's needs and used in all weathers.
- The childminder works very closely with parents. She communicates with them openly about children's strengths and learning needs. The childminder supports

parents to develop children's knowledge and skills at home. For example, she lends equipment and books to parents to take home to use with their children.

- The childminder provides very high-quality books. Sharing these books and stories helps children to develop a strong understanding of different people, feelings and emotions. The childminder places books throughout the play space. For example, a book about getting ready is placed in a chest containing various fabrics, such as saris. This encourages children to look at books independently and to link what they see to their own play and learning.
- The childminder has good hygiene routines in place that support children's health. For example, children use individual towels and wash cloths. They independently put their used items in a bag, ready for them to be washed.
- Children develop strong bonds with the childminder. They develop resilience to setbacks. Children persevere to achieve the goals that they set themselves. On occasions when children become upset, the childminder offers them close contact and supportive words. This helps them to process their emotions and return to their activities quickly.
- The childminder shares her clear expectations and boundaries for children's behaviour with them. She uses several positive behaviour management techniques, including distraction and praising children for showing desirable behaviours. However, sometimes, the childminder misses opportunities to encourage children to further develop their collaborative play. This means that children are less supported to consistently develop their cooperative play skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows and understands how to recognise the potential indicators that a child is at risk of abuse and/or neglect. She updates her knowledge. This means that she also understands emerging issues in safeguarding. The childminder understands how to work appropriately with parents and other agencies to ensure that children's individual needs are met. This helps to keep children safe from harm.

What does the setting need to do to improve?

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

- develop further the strategies to support children to build their skills in cooperative play.

Setting details

Unique reference number	EY384308
Local authority	Suffolk
Inspection number	10113176
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	9
Date of previous inspection	15 July 2015

Information about this early years setting

The childminder registered in 2008 and lives in Ipswich. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant postgraduate degree. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Hipperson

Inspection activities

- The inspector observed the quality of interactions between the childminder and children in the indoor space and garden, and evaluated the impact on children's learning and development.
- The inspector discussed the activities and teaching the childminder offers children and spoke to her about her understanding of the impact these have on children.
- The inspector reviewed the suitability of the childminder and household members. The childminder's first-aid training certificate was viewed.
- The inspector spoke with the childminder and children at appropriate times during the inspection. The inspector evaluated the experiences of children.
- The inspector read a small number of parental feedback letters and considered their views about the setting.

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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