

# Childminder report

---

Inspection date: 23 January 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
------------------------------	--------------------

---

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

Young children become engrossed in their play in the childminder's warm, inviting and comfortable home. For example, they empty, fill and tip water over deep buckets alongside one another. They demonstrate their enjoyment as they smile and giggle. Children sustain high levels of attention. For example, they study model sea creatures and feel the texture of the wet, smooth glass beads while learning new vocabulary such as 'shark' and 'walrus'. These activities excellently support children's development across all areas of their learning.

Regular singing and story times also help children's communication and language skills to flourish. Children enthusiastically learn complicated songs in a step-by-step manner. For example, children recite verses about the sounds that the first three letters of the alphabet make. Over time, they master each verse, committing their new learning to memory. Children learn how to manage their own behaviour particularly well, showing kindness and respect for others. They quickly rise to the challenge of tidying up their toys when the childminder gives them a signal that it is time to do so. This promotes their high levels of independence.

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

- The childminder provides meaningful opportunities for children to develop respect for the wider community. For example, she takes children on trips to see and learn about a local temple, and talks to them about many religions. The childminder is an excellent role model to the children as she develops relationships with people from different communities in the area.
- The childminder has an excellent understanding of how to break learning down into small, achievable steps. As a result of this expert teaching, children demonstrate extensive knowledge and skills, considering their young ages.
- Children's emotional well-being is paramount to the childminder. She quickly notices when they are getting tired and ensures that they can rest whenever they need to. This supports children to learn to recognise their own feelings and needs. It also means that they are well rested to rise to the challenges of their day. The childminder maintains sleeping children's safety by checking on them frequently.
- Children play and explore safely as the childminder vigilantly supervises them at all times. They respond to the childminder's clear boundaries, as she expertly gives them age-appropriate explanations. For example, she kindly explains that she does not want children to get hurt when they are being overly adventurous. The childminder acknowledges and values what it is that they are trying to achieve and helps them to find a less risky solution.
- Regular updates for parents involve them in their children's learning. The childminder shares with parents how she teaches children, so that they can use

similar techniques at home. The childminder shares her regular assessments of where children are in their development. She frequently updates them with photographs of their children playing and learning.

- The childminder has a highly evaluative approach to her own learning. She reflects upon her learning from courses that she has completed to improve her knowledge. This contributes to the childminder's outstanding understanding and skills, which are visible throughout every aspect of her practice.
- Children are very responsive to the childminder's gentle and polite requests. The extremely skilful childminder is able to enthuse very young children to co-operate and share, she ensures that she role-models sharing, thoughtfulness and kindness at all times.
- Children's attitudes to their learning are extremely positive. The childminder involves them in decision-making about their activities. For example, all children contribute their ideas, such as what song to sing and what book they would like to read. Children celebrate when they find the book that they know is the childminder's favourite and show they would like her to read it.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she continuously builds and develops her knowledge about different aspects of safeguarding children. She has developed a strong understanding of wider issues, and knows how to recognise signs that children may be at risk from exposure to extreme views. The childminder has a clear procedure in place to follow if there are concerns about the safety or well-being of a child. She identifies how she can work with parents and other organisations, such as schools, to ensure children's safety.

## Setting details

<b>Unique reference number</b>	251277
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10113120
<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>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	6 October 2015

## Information about this early years setting

The childminder was registered in 1995 and lives in Bramford near Ipswich. She operates Tuesday to Friday all year round, except for bank holidays and family holidays. Her opening times are 7.30am until 6pm. The childminder holds a relevant early years qualification at level 3.

## Information about this inspection

### Inspector

Kate Hipperson

### Inspection activities

- The inspector observed the quality of interactions between the childminder and children and evaluated the impact that these had on children's learning and development.
- The inspector reviewed evidence regarding the suitability of household members. She viewed the childminder's first-aid training certificate.
- The inspector held joint discussions with the childminder throughout the inspection. This included a joint review of some of the children's activities.
- The inspector and the childminder discussed what experiences she offers the children, her teaching methods and how she decides what to teach them.
- The inspector spoke with children at appropriate times during the inspection.
- The inspector spoke with a small number of parents and considered their views about the childminder's service.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020