

# Childminder report

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Inspection date:

14 February 2020

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**Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

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

### **The provision is good**

Children like spending time with their friends in this comfortable home. They greet each other with hugs and enjoy playing together. Children develop excellent independence skills. This prepares them well for their future learning. For example, at snack times children independently help themselves to drinks from a water dispenser. They confidently use steps to reach the sink and learn to wash their own hands from an early age.

Children and babies receive very kind and attentive care and settle extremely well when they first attend. As a result, they feel safe and secure. Children freely access a broad variety of toys and resources to use in their play. They show excellent concentration as they play with wooden puzzles, explore sand and play games with the childminder. They do not distract each other from their learning. Children benefit from an excellent range of resources and activities that promote their understanding of people in the wider world. For example, they regularly access and use musical instruments from around the world. Children learn about how Eskimos live as they look at and talk about photographs of Eskimos and role play living in a cardboard igloo.

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

- The highly qualified childminder gives children her undivided attention as they play. She ensures that all children find an activity that they enjoy doing and joins in alongside them. Children freely express their choices. The childminder values that children need to explore the environment in different ways according to their ages. She gives challenging explanations to older children, which supports them to develop their understanding of the world.
- Children have regular opportunities for active play, fresh air and exercise in the childminder's garden. This supports their physical development. The childminder speaks to children about what is good for them and encourages them to make healthy choices and try new foods. She talks to children about how they can keep themselves safe. For example, before children get out their next activity, the childminder encourages them to tidy away toys. She sensitively explains that they could hurt themselves if they were to step on the items.
- The childminder proactively supports children who need additional help to make good progress in their development. Through working closely with parents and other professionals, she understands the additional support children need. The childminder's highly supportive and positive attitude tirelessly encourages children to gain new skills. As a result, children's confidence in their own abilities and their enjoyment for learning grows.
- Parents are highly complimentary about what the childminder has to offer. They particularly value the morals and values that she role models to children. Parents

state that the childminder 'helps children to develop good character through kindness and consideration'.

- The childminder skilfully promotes children's speaking skills. She responds to the emerging sounds of babies and young children. The childminder introduces many new words and, as a result, children's vocabulary develops.
- The childminder develops strong partnerships with parents and other settings that the children attend. This helps to ensure that children's needs are consistently met and promotes a shared approach to children's learning. For example, the childminder makes home visits to families when children first begin. She carefully settles children in to ensure a very smooth start to their time with her. However, the childminder identifies that she needs to strengthen practices to support parents to share more information about what their children enjoy at home. This is so that she can be highly responsive to children's emerging interests.
- Children have opportunities to gain new knowledge and skills across all areas of learning. They make good progress in their development. However, the childminder does not always tailor her teaching of mathematics and literacy to support children well enough to maximise their development in these areas. For example, she does not ensure that the books available for children to explore freely are always suitable for their stage of development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her safeguarding training. This helps to maintain her knowledge. The childminder ensures that her own home is a safe place for children's use. She has developed a strong understanding of the potential indicators of abuse and/or neglect. The childminder explains the clear procedures that she would follow if she had concerns about the well-being or safety of a child. The childminder recognises where families may need extra help. She supports them with their needs. This ensures that all children are kept safe and protected from harm.

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

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

- enhance the opportunities for parents to share information about the activities their children enjoy doing at home
- provide more age-appropriate opportunities for younger children to explore books and to practise their early writing and mathematical skills.

## Setting details

<b>Unique reference number</b>	EY236555
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10113137
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	11 November 2015

## Information about this early years setting

The childminder registered in 2003. She lives in Felixstowe, Suffolk. The childminder operates Monday to Friday from 8am until 6pm all year round, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 6. She provides funded early education places 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 and evaluated the impact that these had on children's learning and development.
- The childminder discussed with the inspector how she decides what to teach children and the range of experiences that she offers them.
- The inspector looked at evidence of the suitability of household members. First-aid training certificates were viewed.
- The inspector and the childminder carried out a joint evaluation of a learning activity.
- The inspector spoke with children at appropriate times during the inspection.
- The inspector read written feedback from parents and older children who attend 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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