

# Childminder report

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Inspection date: 13 March 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 respond well to the warm and friendly childminder. They pick up on her contagious enthusiasm, happily dancing together to their favourite rhymes and songs. Children's good behaviour shows they feel safe and secure. They regularly seek out the childminder for cuddles and reassurance. Children show confidence in choosing their own activities, pointing to the pictures on boxes to show what toys they would like to play with. Children are imaginative and show an interest in helping with domestic activities. The childminder picks up on this and helps them to load and unload the washing machine to satisfy their curiosity.

Children often choose to play outside. They investigate herbs and petals, using their senses to touch and feel. Children enjoy making 'potions' with herbs and fruit peel, using scissors to cut these to manageable sizes. They pour coloured water with excellent control, naming the colour of the 'potions' they create. Children benefit from the creative activities the childminder provides and show they are motivated to learn. Books, stories and songs are embedded into children's daily activities. They make links in their learning and build on what they know. Children search for a book about a crocodile after enjoying rhymes about snakes and crocodiles. They listen carefully to the childminder's enthusiastic storytelling, enjoying the way she varies her voice for the different characters. Children turn pages and point out pictures that interest them.

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

- The childminder accurately evaluates her practice and seeks further training opportunities that are well targeted. She is undertaking training to learn sign language and plans to extend her interest in outdoor learning for children.
- Effective partnerships are in place with parents and other early years settings that children attend. The childminder promotes 'open communication' with parents, encouraging them to share their child's interests, development and any concerns they may have. In return, she provides clear guidance, using her experiences to help parents continue their child's learning at home. The childminder knows when and how to seek extra support for children with specific needs. Her hard work and dedication is enabling children to close gaps in their development and be well prepared for nursery or school, when the time comes.
- The childminder helps children learn through the world around them. She uses the seasons, along with festivals and celebrations, to enable children to build on their understanding of change and difference. Parents appreciate the many trips and visits the childminder provides. Children regularly socialise at toddler groups and visit the farm. The childminder explains how much children benefited from a recent visit to a local museum, which enabled them to investigate and explore. This trip inspired her to provide further activities using natural materials to

continue the children's interest and help them to learn more.

- Children show close bonds with the childminder. She understands their needs well and works with parents to follow their routines for food and sleep. The childminder is proactive in helping children to follow their routines during trips out and about, providing opportunities for them to rest and sleep as required.
- The childminder carefully monitors children's progress. She uses the progress check at age two to highlight effectively any areas where a child needs additional help. She shares information with other professionals as appropriate to children's development and needs.
- Children have positive attitudes to learning. They show good physical control and use numbers in play. They name objects and colours. The childminder builds on children's interests and learning styles. For instance, when they enjoy collecting objects, she helps them to collect magnetic numbers and place them in bags. The childminder helps children learn about weight and shape during their play.
- The childminder provides children with rich language, giving them many new words, asking questions and explaining what is happening. However, when she talks to children, she does not provide enough time for them to consider what they have heard, and fully express their views and ideas.
- Parents are wonderfully pleased with the childminder's service. They say she is an 'invaluable part' of their lives and that children love the many adventures they have with her.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends training to keep her safeguarding knowledge up to date. She is aware of the signs that may indicate a child is at risk of harm and knows how to report these. The childminder is knowledgeable about wider safeguarding issues, such as gender-based violence. She understands how to identify that children could be vulnerable to being drawn into radicalisation or gang crime. The childminder understands the risks that the internet may pose and has appropriate policies and procedures in place to keep children safe online.

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

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

- provide children with more time to process what they have heard, and to speak and express their views.

## Setting details

<b>Unique reference number</b>	EY356757
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10073935
<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 at time of inspection</b>	0 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	16
<b>Date of previous inspection</b>	14 January 2016

## Information about this early years setting

The childminder registered in 2007 and lives in Ipswich, Suffolk. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early years education for three- and four-year-old children.

## Information about this inspection

### Inspector

Helen Hyett

### Inspection activities

- The childminder showed the inspector the areas of the home that children access. She explained how she has planned her environment to support children's interests and independence. She talked about the experiences she provides for children of different ages.
- The inspector observed the childminder interacting with children, indoors and outside. She jointly evaluated a planned activity with the childminder.
- The inspector spoke to the childminder and children at appropriate times. She viewed written references from parents to obtain their views.
- The inspector viewed relevant documentation. This included evidence of the suitability of those living on the premises and the safeguarding policy.

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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