

# Childminder report

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Inspection date: 9 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	Met
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and content in the childminder's care. They respond well to her calm and consistent explanations of expected behaviour. Children learn to share, take turns and to take account of the feelings of others, with age-appropriate guidance from the childminder. Children are confident to choose their favourite activities, such as puzzles. They bring them to the childminder and ask her for help. Children learn to persevere, concentrate and, with encouragement from the childminder, are delighted to find they can complete a puzzle for themselves.

Children are well settled and form strong attachments to the childminder. They move around her home in comfort and safety. Children respond well to simple reminders from the childminder, such as not to climb on the furniture. They listen to and follow instructions, such as to find the 'red star' when doing a puzzle. Children show an interest in letters of the alphabet and are eager to demonstrate their skills when playing a game with the childminder.

Children have regular opportunities to play in the fresh air in the childminder's garden, at the park or in nearby woods where the childminder organises scavenger hunts for them. She takes children on outings, such as to the local church or farm, to help broaden their experiences of the world around them.

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

- The childminder knows the children in her care well. She finds out about their lives outside of her setting and responds well to their individual needs and personalities. The childminder builds on children's experiences and interests to extend their learning and provide them with the skills they need in the next stage of their lives.
- The childminder places a strong focus on promoting children's communication and language skills. She listens carefully to what children say and repeats back the correct pronunciation of words to check what they mean and help extend their language skills. The childminder recognises the impact using a dummy can have on children's development of speech. She gently encourages young children to give her their dummy when they do not need it.
- Children are learning to follow appropriate health and hygiene routines. The childminder talks to them about the importance of regular handwashing. She helps children learn to sit at the table to eat their lunch and she encourages them to eat the healthy options from their lunch boxes first. Although the childminder encourages parents to work with her to support children's health and well-being, sometimes she is not fully effective in engaging all parents.
- The childminder is committed to looking for ways to improve her provision. She works closely with another childminder to evaluate her practice and identify

targets for development. She uses childminding forums and her own reading to keep her knowledge and skills up to date. The childminder has identified future training opportunities and she is looking to take part in online webinars.

- The childminder listens to what children say and responds with interest to help them make links in their learning. She is very alert to indicators that they are tired or not feeling themselves and responds gently and sensitively to their needs.
- The childminder's home and garden are child friendly and welcoming to families. The childminder provides activities to help extend children's experiences and to promote their curiosity and imagination. Children excitedly welcome visitors into the childminder's home to show them what they are doing. The childminder encourages parents and children to share their views about her service. She recognises the importance of building close relationships with families, while maintaining professional boundaries.
- The childminder has a good knowledge of child development and what children need to learn next to promote their future success. She provides parents with guidance and advice about how they can help prepare children for the next stage in their lives, such as school or nursery.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the action to take to protect children and promote their welfare. She is well read about wider safeguarding issues and what to do if she is concerned that a child is at risk of harm, such as from extreme views or behaviour. She talks openly to older children about the potential risks posed by using social media, such as online grooming.

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

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

- give greater consideration to finding ways of working more collaboratively with all parents, to help fully promote children's understanding of what contributes to a healthy lifestyle.

## Setting details

<b>Unique reference number</b>	EY236195
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10083564
<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>	1 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	16 December 2014

## Information about this early years setting

The childminder registered in 2003 and lives in Stanton, Suffolk. She operates all year round from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

## Information about this inspection

**Inspector**  
Gill Thornton

### Inspection activities

- The inspector had a tour of the premises. She discussed with the childminder the learning taking place and her reasons for providing the resources and the experiences that children take part in.
- The inspector observed the quality of teaching and assessed the impact on children's learning. She spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at relevant documentation and checked evidence of the suitability of household members.

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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