

# Childminder report

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Inspection date: 26 February 2020

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| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

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

### The provision is good

Children show that they have formed secure attachments to the childminder and are settled in her care. They benefit greatly from her calm and nurturing environment. Children readily go to the childminder for cuddles and reassurance. They are happy and content in the childminder's 'home-from-home' environment. The childminder provides a varied range of age-appropriate toys and resources that she knows children will enjoy. Children freely choose from the toys available to them. They empty and fill bags and explore items in the role-play kitchen. The childminder gets down to children's level and joins in with their play.

Children are familiar with daily routines, such as washing their hands before eating. The childminder supports them to develop their independence skills from a young age. Children happily feed themselves and know to take their bowl into the kitchen after eating their healthy snack. The childminder gives children meaningful praise and encouragement. She guides them well to share popular toys and resources.

Children have daily opportunities to enjoy fresh air and exercise in all weathers. They develop their physical skills as they explore the childminder's garden. Children's safety is a priority. The childminder maintains a safe environment and supervises children well as they play.

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

- The childminder takes time to support new children to settle. She works closely with parents to make sure she meets children's care needs well. The childminder asks parents to provide information about what their child knows and can do when they first start at her setting. She mirrors children's home routines to promote continuity of care. Parents are very complimentary about the service the childminder provides.
- The childminder has daily discussions with parents, provides photographs of what their children have been doing in her setting and regularly shares information about their child's progress. However, partnership working is not fully effective in all cases as the childminder does not engage with all parents to support children's learning in the setting and at home.
- The childminder supports children's communication and language skills well. She responds effectively to young children's vocalisations and introduces new vocabulary for children to hear and repeat. Children enjoy looking at simple picture books with the childminder, who uses a good tone of voice to engage them. The childminder supports children to learn words and actions to songs and rhymes. Children actively join in as the childminder sings familiar songs.
- Children learn about cause and effect. They understand that pressing buttons on a book will make different sounds. The childminder uses opportunities during the

day to introduce some counting. For example, she counts 'one, two', as she helps young children to put on their shoes before going outside.

- The childminder is able to talk about the strength of her service and identify ongoing improvements. For instance, she has highlighted future training courses that she would like to attend, to continue to enhance her own skills and improve children's learning opportunities.
- Children investigate resources, such as sand and water, as they play outdoors. However, the childminder does not always use these opportunities to fully extend and inspire awe and wonder in children's learning.
- The childminder manages younger children's personal care needs effectively. She talks sensitively to them during nappy-change time and promptly wipes their noses when needed.
- Children receive a variety of experiences. For example, the childminder plans trips to places such as the park, soft-play area, beach and the library. She also attends local toddler and music groups, and visits residential homes with the children. These activities help to extend children's social skills and confidence.
- The childminder helps to provide children with consistency in their learning and establishes an effective two-way flow of information with other settings that children also attend. This enables the childminder to build an all-round picture of children's progress and what they need to learn next.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She knows the possible signs of abuse and neglect. The childminder completes training courses which help her to update and extend her safeguarding knowledge. She is fully aware of wider child protection issues, such as the illegal practice of female genital mutilation and when children may be at risk of exposure to extreme views and behaviours. The childminder knows to report concerns to the relevant authorities.

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

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

- encourage all parents to be fully involved in their children's learning and share what children learn at home
- use every opportunity to build on children's interests and fascinations providing high levels of challenge to fully extend their learning.

## Setting details

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| <b>Unique reference number</b>                     | EY548242  |
| <b>Local authority</b>                             | Suffolk   |
| <b>Inspection number</b>                           | 10133673  |
| <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 6  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 6   |
| <b>Date of previous inspection</b>                 | Not applicable  |

## Information about this early years setting

The childminder registered in 2017 and lives in Kesgrave, Suffolk. She operates all year round, from 8am to 6pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Karen Harris

### Inspection activities

- The inspector viewed all areas used for childminding and made observations throughout the inspection of children's experiences in the setting.
- The inspector held discussions with the childminder and evaluated the success of activities with her.
- The inspector looked at a sample of the childminder's documents. This included evidence about the childminder's suitability and training and the suitability of those living on the premises.
- The inspector took account of the views of parents through written feedback provided.

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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