

# Childminder report

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Inspection date: 20 May 2021

<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 thoroughly enjoy their time with the childminder. They form trusting relationships and feel at home in her care. They enjoy familiar games, such as imagining the outside playhouse is an ice-cream hut.

Children are happy and confident. They talk with ease about their favourite things, such as exploring the garden looking for insects. Children delight in finding two snails. They show good understanding of how to care for living things. For example, they purposefully carry water from the mud kitchen to give to the snails and put them beside plants for food.

Children enjoy each other's company and often invite each other to play. They understand the high expectations set for their behaviour and listen well to the childminder's guidance. For example, children have good manners at mealtimes and like to be helpful with tidying away their toys. Children assertively express their needs throughout the day. They recognise when they are feeling hungry and confidently ask for food. Children happily assist with the well-established hygiene routines, and they understand the need to wash their hands prior to eating and being outside.

Children's independence is developing well. They learn to use utensils when making lunch and put their shoes and coat on. They persist with tasks, such as spreading butter on their bread, and show pleasure when they achieve their aims.

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

- The childminder is mindful of children's needs, including those who did not attend during the COVID-19 (coronavirus) pandemic. She communicates well with parents and agrees a joint approach to help children settle.
- Parents receive ongoing information about their children's progress, including written development records, learning stories and daily conversations. This is highly effective in helping parents to feel involved.
- The childminder is very attuned to children's emotional development. She helps children to develop language to express their feelings. For example, using 'The Hungry Caterpillar' story to ask the children how they would feel if they had eaten so much.
- The childminder has high expectations for children's learning. She successfully plans the curriculum around children's interests. The childminder skilfully promotes simple mathematical concepts. For example, she demonstrates how to separate play dough in half, to form two equal parts, for the children to share.
- Children having a voice is important to the childminder. They can make decisions about their day. They are encouraged to decide where they would like to play

and what they would like for lunch. With the childminder's support, children are encouraged to learn how to negotiate and take turns. For example, they learn to count 10 swings on the swing before they swap with each other.

- Children develop mathematical skills during everyday play. For instance, they are asked to work out how many places there are in the car for the toy pigs. This supports children's counting skills effectively and prompts them to explore why some toys will not fit.
- The childminder is passionate about books and encourages storytelling to enhance children's language. Children readily access the basket of books and have their favourites. They ask to watch the story of 'The Hungry Caterpillar' on the television and get excited as they recite familiar parts of the story.
- The childminder is very good at modelling new vocabulary for the children. For example, she repeats and introduces new words to support their early reading skills. However, the childminder does not always consider the other knowledge and skills younger children need before moving on to learn about the sounds that letters represent.
- The childminder provides ample opportunities for children to develop their physical skills in her very well-resourced garden. They also visit local parks to make use of the more challenging equipment. This helps children to develop good skills in making larger movements, such as pedalling bikes, climbing and kicking balls.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to recognise if a child is at risk of harm. She has a robust procedure to manage and report any concerns she may have about the children in her care. The childminder ensures that she regularly accesses training and demonstrates her understanding of her responsibilities. She is aware of wider safeguarding issues, such as internet safety, and has good measures in place to ensure children are always 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:**

- extend understanding of how to help children develop the skills they need to consolidate and embed their early reading skills.

## Setting details

<b>Unique reference number</b>	EY563712
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10191160
<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 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She lives in Hadleigh, Suffolk. The childminder operates Monday to Friday, from 7.45am to 6pm, all year round, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 5.

## Information about this inspection

### Inspector

Emily Holt

### Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk alongside the childminder to discuss the intent of the curriculum.
- The childminder and the inspector jointly observed and evaluated an activity.
- The inspector tracked the learning experiences of children.
- Children spoke to the inspector throughout the inspection. The inspector also took account of the views of parents expressed in written testimonials.
- The inspector looked at relevant documentations, including evidence of training and 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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