

Childminder report

Inspection date: 7 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are very happy and completely at ease at the childminder's house. They demonstrate their independence as they help themselves to the range of resources on offer. Children have strong attachments to the childminder and each other. The children's behaviour is notably good, they share and take turns with gentle reminders from the childminder. Older children are mindful to include younger children in their play and use their imaginations to make up games. Children manage their emotions very well and listen and respond to the childminder's instructions. The childminder praises the children's positive behaviour, which helps to encourage them to continue to be polite.

Children are starting to understand the need to keep themselves safe, including the importance of applying sun cream. They know the routines of the day. For example, they instinctively choose a hat before going outside and remove their shoes when they come indoors. Children choose to be outdoors most of the day. They expand their knowledge of their local community during regular walks to the local park and green spaces. The children talk about their home life and show great excitement when a child arrives on a pony to show the others.

Children's mathematical language is developing well. They use terms, such as high and low, to describe positions of toys. Children demonstrate their knowledge of familiar books as they excitedly finish the end of a sentence.

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

- The childminder prides herself on knowing the children well. She recognises what each child needs to develop in their learning and tracks their progress to identify gaps. The wide range of resources and daily activities allow children to follow their interests. However, the childminder is not always clear on what she wants children to learn during some activities. Consequently, opportunities to extend children's knowledge to higher levels are not always fully exploited.
- The childminder supports children to develop their personal care skills, especially in readiness for school. When children ask for help with dressing, she encourages them to try first before assisting them. This helps children to persist with tasks and develops their independence.
- The childminder provides resources to encourage children to practise their physical abilities. They skilfully pour water from one pot to another or jump like a frog across the room. As well as supporting children to be highly active, the childminder plans yoga and mindfulness sessions. These help children to enjoy a moment of calm and to take the time to think and talk.
- Children's developing vocabulary is enhanced. The childminder places importance on reading and recounting stories so that children can hear and

learn new words. She is skilled at listening and allowing children time to talk and test out their ideas. Children's language is easily understood, and all children confidently express their needs and opinions. For example, when the children pretend there is a tiger in the bushes they comment, 'But they don't live here'.

- The childminder makes mathematics a focus in everyday play. She creates opportunities to enhance children's number recognition skills, such as looking at house numbers during their walks. Children enjoy a game of walking bingo, created during the first lockdown to give the children purpose on their walks. They each have photographs of objects in the community, which they search for. This game helps the children to recognise their local surroundings, as well as promoting good discussions.
- Training is a priority for the childminder. She chooses courses carefully to enhance her practice and makes sure these are relevant to the needs of the children. A recent course in child psychology has helped the childminder to gain a better understanding of the emotional needs of children.
- Parents are very complimentary about the care offered by the childminder, particularly the way she communicates with them. They learn about their children's day through photographs and daily messages. The childminder also works alongside other professionals to enhance the care she gives to the children.

Safeguarding

The arrangements for safeguarding are effective.

The children are safe in the childminder's care. The childminder understands her responsibility to safeguard children and can recognise the potential signs and symptoms of abuse. She has a well-written policy in place to guide her practice, which includes contact numbers for relevant agencies should she need to make a referral. The childminder knows where to go if she needs advice about a safeguarding concern. She maintains her knowledge through regular training and ensures it is up to date.

What does the setting need to do to improve?

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

- focus adult-led activities on what each child needs to learn next to enhance their skills and knowledge.

Setting details

Unique reference number	EY548333
Local authority	Suffolk
Inspection number	10130754
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She operates all year round from 7.30am to 5.30pm, Monday to Friday except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Emily Holt

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector completed a learning walk with the childminder to understand the intent of the curriculum.
- The childminder evaluated an activity with the inspector.
- The inspector tracked the learning of children.
- The inspector spoke to children at appropriate times during the inspection. She 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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