

# Childminder report

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Inspection date: 9 June 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 are very keen to learn, and they enthusiastically show what they know and can do. Children are excited to join in with a favourite story about animals at a zoo. They slither around the floor like a snake, and they bounce up and down like a monkey. Children are becoming confident talkers. They use language to share ideas, make plans and ask questions about how things work. Children are learning to do many things for themselves. They show immense pride in their achievements, skipping around the house with happiness when they do up their own shoes.

Children make discoveries as they collect water and carefully pour it through a funnel to fill up a bottle. They show strong mathematical awareness, talking about how much water they have and how heavy the bottles feel. Children are curious about nature. They happily sing songs and express themselves using musical instruments. Children recall previous experiences and make links in their learning. They respond very well to the childminder's calm reminders to follow rules and to keep themselves safe. Children who spent extra time at home during the COVID-19 (coronavirus) pandemic have settled well back into the childminder's care.

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

- Children have daily opportunities to recognise their names, to listen to stories, to learn to count and to sing songs. The childminder has carefully considered what she wants children to be able to do. She follows a routine through the day to ensure children practise their skills in all areas of learning.
- The childminder has a professional approach to managing her setting, and she places children's needs at the heart of her decision making. She researches new ideas for activities, and she considers how these could work in her setting. The childminder keeps up to date with a wide range of training, and she has clear plans in place for ongoing improvement.
- The childminder is skilled in supporting children's early mathematical skills. She teaches children to recognise written numbers, to understand the value of a number and to investigate ideas, such as 'full' and 'empty'. Children test out their developing ideas through number rhymes, role play and water play. Children, including those who the childminder receives funding for, are well prepared for nursery and for school.
- Children benefit from a language-rich environment. The childminder quickly notices when children need extra support to develop their speech. She works with parents and with relevant professionals to seek advice. Children hear lots of new words, and they are learning how to pronounce them correctly. The childminder provides carefully chosen activities for children to do at home with their families.

- The childminder knows what children need to know next. She provides children with challenging activities to help them to develop more complex skills. In discussion, the childminder can recognise children's preferred ways of learning, and their play patterns which they repeat time and time again. However, she has not fully considered how she can use these interests to extend children's learning further.
- Children express their feelings, and they talk about emotions. They tell the childminder if they feel upset or angry. The childminder helps children to learn about how they can share, solve problems and include others in their play.
- The childminder plays alongside children, demonstrating how to do things and explaining how things work. However, in her enthusiasm to introduce new learning, she sometimes distracts children from concentrating fully on their current activity.
- Children are learning about how caterpillars transform into butterflies. They look carefully at their strawberry plants, and they make sure they have the water they need to grow. They spot insects, studying them closely and watching how fast they move.
- Children make connections as they learn. For example, they spontaneously compare a toy beetle to the real one they spot in the garden. Children gain strength in their hands through a variety of engaging activities. They grasp pretend insects with tweezers, and they use spoons to scoop soil, burying toy dinosaurs.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training. She understands how children could be affected by wider safeguarding issues. The childminder talks confidently about the action she would take if she was concerned about a child's well-being. She understands when to seek professional advice from the appropriate agencies. The childminder checks that her safeguarding policy is up to date to enable her to take swift action, when needed. The childminder kept in contact with families of children who did not attend her setting during the COVID-19 pandemic to check they were safe and offer her support, where needed.

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

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

- find ways to build on children's individual learning styles to help enrich their experiences further
- support children's development by considering the best time to introduce new learning, and when to give children more time to focus on their self-chosen play.

## Setting details

<b>Unique reference number</b>	EY561017
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10190673
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and lives in Lowestoft. She operates all year round, except for bank holidays and family holidays. Sessions are from 8am to 5.30pm, Monday to Thursday. On Fridays, she operates from 8am to 9am, and from 3pm to 5pm. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Helen Hyett

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The childminder told the inspector what she wants children to know and to do. The inspector viewed areas of the home and garden used for childminding.
- The inspector viewed relevant documentation, such as evidence of suitability checks for adults living in the home. The childminder told the inspector about how she manages her setting, reflects on her practice and plans for improvements.
- The inspector looked at written feedback from parents to obtain their views.
- The inspector observed the childminder interacting with the children. She evaluated children's learning with the childminder.

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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