

# Childminder report

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Inspection date: 17 August 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	Requires improvement

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

### **The provision is good**

Children's good behaviour shows that they feel safe in the care of the childminder and her co-childminder. During the COVID-19 (coronavirus) pandemic, those children who have continued to attend the setting have coped well with changes, such as washing their hands on arrival.

Children of all ages move freely between the living room and kitchen, making decisions about what they want to do. They access and investigate age-appropriate toys and resources and regularly involve the childminder in their play. Children enjoy looking at books independently and listening to stories read by the childminder. They join in actively when the childminder sings action songs, using props such as hand puppets. Children are kind to each other and listen well to the childminder as she explains what will happen next. From a young age, children show a strong awareness of right and wrong. They respond well to the consistent praise they receive from the childminder. Children follow instructions and help with tasks, such as joining the childminder as she tidies some toys away before lunch. Young children show a strong determination to manage tasks for themselves. For instance, they have a go at wiping their nose and are keen to use the potty independently. The childminder supervises children well.

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

- The childminder finds out about children's care routines at home and follows these closely, to support children's health and emotional well-being. She and her co-childminder have worked closely with parents to help children settle into their care after being at home during the COVID-19 pandemic. The childminder pays close attention to children's needs. For example, she notices when babies need a cuddle for reassurance or when they are becoming tired and responds promptly to settle them.
- The childminder recognises that some children were not able to play with other children during the COVID-19 local restrictions. To address this, the childminder offers activities to support children to develop their social skills. She praises their positive behaviour.
- Children develop their confidence. Younger children are keen to share books and show the inspector what they have made, and older children are happy to talk to the inspector about what they enjoy doing at the setting. All children, including those who receive funded education, are developing skills they need for their next stage in learning.
- Partnerships with parents and carers are strong. Parents express their thoughts about the service the childminders provide. They are extremely complimentary and state that they 'would be lost without them' and recommend the 'reliable childminders' to others.

- The childminder and her co-childminder encourage children to develop a love of books. The childminder responds well to young children as they begin to use words and form simple sentences. She talks to children as they play and names objects to help children learn new vocabulary. The childminder supports children who speak English as an additional language to use some words in their home language.
- The childminder gets to know the children very well. She is aware of their interests and uses them to provide suitable toys and activities. The childminder has a clear understanding of what she wants children to learn from the activities provided. For example, when children explore coloured pebbles the childminder prompts them to recognise and name the different colours.
- The childminder and her co-childminder use observation and assessment effectively to help them to identify any gaps in children's learning. They have a good understanding of what children need to learn next. However, on occasion, the childminder does not fully consider the differing levels of concentration and engagement of the youngest children, particularly during some group activities. This means that younger children, sometimes, struggle to remain highly engaged in their learning.
- The childminder completes training to enhance her knowledge and develop practice. For instance, she has attended training to help support children who speak English as an additional language. The childminder keeps abreast of any changes in policy and implements these into the setting. She works well in partnership with the local school to help support older children to continue their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility around child protection. She is aware of local procedures and knows what to do should she have any concerns about children's welfare. The childminder, together with her co-childminder, completes training courses to help keep their safeguarding knowledge updated. She is aware of the importance of being alert to issues or concerns in a child's home life. Policies and procedures are implemented well, including how to keep children safe during the COVID-19 pandemic. The childminder shares them with parents to demonstrate a commitment to promoting their children's welfare.

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

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

- enhance the engagement of younger children in some adult-led activities as they develop and extend their ability to concentrate and participate even more actively in the experiences.

## Setting details

<b>Unique reference number</b>	EY398869
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10149786
<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>	10
<b>Number of children on roll</b>	20
<b>Date of previous inspection</b>	27 February 2020

## Information about this early years setting

The childminder registered in 2009 and lives in Lowestoft, Suffolk. She works with a co-childminder and occasionally with an assistant. The childminder operates all year round, Monday to Friday from 6.30am to 6.30pm, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Karen Harris

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the provider.
- The inspector discussed with the childminder and her co-childminder how the early years provision and curriculum are organised.
- The inspector viewed all areas of the premises used for childminding and made observations throughout the inspection of children's experiences in the setting.
- Children spoke to the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons living and working in the household.
- Parents and carers provided the inspector with written feedback, which the inspector took into account.

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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