

Childminder report

Inspection date:

17 September 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children confidently choose whether they want to play indoors or outside. They benefit from regular trips to the park and plenty of time playing actively in the childminder's garden. Children happily recall splashing in the puddles on an outing to the park during the morning. Even very young children develop excellent skills in moving around, balancing, throwing and using other equipment. For example, young toddlers remove and replace lids on stampers and make marks on paper while the childminder closely supervises them to maintain their safety.

Children have the freedom to follow their own interests and fascinations, as well as having a consistent, but flexible, routine for meal times, play, story times and rest. This helps them to feel safe and secure. Young children thrive on regular cuddles and comfort from the childminder. Children develop the ability to explain their needs and wishes as the childminder skilfully helps them to find their voices to communicate with children and adults alike. Two-year-olds help their younger friends to learn new skills. For example, the childminder gently explains to them that their younger friends would like a turn, and that they can teach and watch while the younger children attempt to put a role-play slice of bread into the pretend toaster. This helps children to learn to cooperate and play alongside each other without conflict.

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

- Children gain strong communication skills. They chat to the childminder throughout their day. The children often giggle and respond to what the childminder says, contributing their own ideas. The childminder regularly reads to children, sings and plays musical instruments with them. Children's listening skills develop well and they use an ever growing vocabulary. They eagerly anticipate the childminder singing 'see the little bunny rabbits' as they lay very still on the floor waiting for the moment to jump up and dance.
- The childminder provides a clear and coherently planned education programme for children. She places a good focus on the prime areas of their learning, where this is most appropriate for them. She supports their physical development and fitness particularly well. Children have plentiful and varied opportunities to be physically active. As a result, children make excellent progress in this area of their learning.
- Following the COVID-19 (coronavirus) pandemic, the childminder is carefully reintroducing children to experiences in the local community. She takes them on playdates with other children and childminders. They also visit the local library. The childminder is sensitive to how the children respond to these, sometimes new, experiences. This is helping children's confidence to enjoy a wider range of experiences to grow.

- The childminder works closely with parents to help them to understand how they can support their child's learning at home. She encourages parents to understand what experiences will help children to learn. If a child needs particular support in any area of their learning, the childminder guides parents to know how they can help their child's progress.
- The childminder recognises the importance of including all children. She proactively encourages all children, regardless of their characteristics such as their gender, to participate in a wide range of educational and play-based activities.
- Children learn about the natural world with the childminder. They happily recall how they watched a squirrel digging a hole to bury nuts. Children use natural items that they have collected on their walks to create individual artwork. The childminder introduces new information to children, including names of garden birds and animals.
- The childminder completes essential training, such as first aid. She also reads some information online relating to childminding practice and develops some new knowledge. This has helped her to be aware, for example of recent legislation changes. However, the childminder does not have plans for more in-depth professional development to support her to raise the quality of education and provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her responsibilities to safeguard children. She knows how to recognise the possible indicators of abuse and/or neglect. The childminder completes training to support her knowledge and understanding of current issues in safeguarding. The childminder has an awareness of wider issues in safeguarding, for example relating to domestic violence, and knows how to seek appropriate support for children where there are risks of harm.

What does the setting need to do to improve?

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

- strengthen plans for professional development to gain greater knowledge of best practice in care and education to enhance teaching skills and the quality of provision.

Setting details

Unique reference number	251238
Local authority	Suffolk
Inspection number	10066149
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 11
Total number of places	6
Number of children on roll	17
Date of previous inspection	21 July 2015

Information about this early years setting

The childminder registered in 1995. She works before and after school only on a Monday during term time. The childminder works from 7.30am to 5.30pm, Tuesday to Thursday, and from 7.30am to 5pm on Fridays all year round. The childminder does not work on bank holidays and family holidays.

Information about this inspection

Inspector

Kate Hipperson

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and took that into account in their evaluation of the provision.
- The inspector observed the quality of interactions between the childminder and children and evaluated the impact that these had on children's learning and development.
- The childminder spoke to the inspector about the curriculum that she provides for children.
- Essential documentation, including the childminder's first-aid training certificate, were viewed. The suitability of household members was reviewed.
- The inspector spoke with the childminder and children at appropriate times during the inspection. The inspector evaluated the experiences of children.
- The inspector read some feedback from parents and spoke to a small number of parents and considered their views about the setting.

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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