

Childminder report

Inspection date: 23 September 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time in the childminder's gentle and reassuring care. Their good behaviour shows that they feel safe and secure. Older children learn lots of new skills and practise these regularly. Since the COVID-19 (coronavirus) pandemic, children spend most of their time playing outside in the childminder's spacious and inviting garden or visiting local woods. This has a positive effect on how active they are. Children join in with play activities which promote their development across the areas of their learning. They often meet with other children and their childminders at the local woods, where they sing and play on musical instruments together. The childminder set up these meetings with others to give children safe ways to learn and play together in a larger group.

Children develop the skills they need for the next stages of their learning. They receive additional support from the childminder if they find acquiring a new skill difficult. This prevents children from falling behind in their learning. Children learn to voice their thoughts and ideas, and grow in confidence. They share stories with the childminder and talk about what they see and hear. Together, they count a story book character's teeth and claws.

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

- The childminder ensures that children have a broad range of experiences. They visit zoos and the beach, among other interesting and educational places. The childminder helps children to recall the owl that they saw, and how amazed they were when the owl spun its head around. She helps them to talk about their favourite aspects of their trip, as well as anything they enjoyed less. The childminder also prints out photographs of the visit to encourage children to recall it. This helps children to remember their learning.
- Children feel listened to and cared for, and they learn that they are all unique. The childminder arranges birthday parties for children to celebrate together with their friends. She arranges a surprise visit from the child's parent to celebrate alongside them. This helps children to learn that they are special and valued.
- Younger children enjoy cuddling with the childminder and begin to explore the environment, both indoors and outside. They have space to pull themselves up and to begin to climb. The childminder ensures that their individual needs for rest are well met.
- The childminder completes professional development to develop her knowledge and skills over time. This leads to some improvements in the quality of children's learning. However, some aspects of the curriculum are not always well matched to younger children's needs and interests. Occasionally, activities the childminder provides are too challenging for the youngest children to find a way to fully join in.

- Parents are very pleased with the progress that their children make. They notice how well their children learn to share and take turns. Parents say that children gain good manners and social skills.
- Older children learn about mathematics. The childminder supports them to learn about numbers, shape, space and measure. For example, she encourages children to weigh out role play cooking ingredients in the outdoor play kitchen. The childminder helps children understand language of mathematics. They talk about the ingredient weighing 'two hundred grams'. The childminder also helps children to begin to write the letters in their names on a large chalk board. However, she does not use the phonetic sounds that letters make, to help children learn to identify letter sounds in their names.
- The childminder vigilantly ensures children's safety. She speaks to them about what is safe and healthy. The childminder has effective health and hygiene routines in place. She ensures that she follows the latest COVID-19 guidance. Children are very familiar with handwashing routines. The childminder has used these routines to help older children learn to count to 20.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. She completes training to help her identify how to do this. The childminder knows how to recognise the possible signs of abuse and/or neglect. She has suitable policies in place which she shares with parents to help them understand how she will safeguard children. Her policies and procedures are in line with those of the local safeguarding partners. The childminder knows the procedure to follow if she has concerns about the safety or well-being of a child.

What does the setting need to do to improve?

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

- enhance understanding of how to deepen young children's levels of engagement, to help them to extend their learning further
- support older children's early literacy skills to further develop, helping them understand the phonetic sounds that letters make.

Setting details

Unique reference number	EY365212
Local authority	Suffolk
Inspection number	10074034
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 7
Total number of places	6
Number of children on roll	9
Date of previous inspection	21 January 2016

Information about this early years setting

The childminder registered in 2007. She operates Tuesday to Friday from 7.30am until 5pm, except for bank holidays and family holidays. The childminder provides funded early education places for two-, three- and four-year-old children. She holds a valid childcare qualification at level 3.

Information about this inspection

Inspector
Kate Hipperson

Inspection activities

- This was the first routine inspection the childminder 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. She evaluated the impact that these had on children's learning.
- The childminder spoke to the inspector about the curriculum that she provides for children.
- The childminder carried out a joint evaluation of a planned activity with the childminder. Together, they evaluated children's learning and development.
- The inspector viewed the areas of the childminder's home used for childminding. She viewed essential documents, including the childminder's first-aid training certificate.
- The inspector spoke with the children at appropriate times during the inspection. The inspector read some feedback from parents and considered their views.

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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