

Childminder report

Inspection date: 29 September 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 have close and caring relationships with the childminder. They often invite her to play and join in with their games. Children make good friends with other children who also attend the childminder's setting. They spontaneously provide comfort and hugs to each other. Children show a love of books. They happily recite favourite stories to themselves, turning the pages to see what happens next. Children benefit from lots of time learning outside. They regularly visit the local woods to find out how the seasons change. Children learn about shadows on a sunny day. During the recent restrictions of the COVID-19 (coronavirus) pandemic, the childminder helped children to continue to socialise. For instance, she found outdoor toddler groups for children to attend.

Children use language to express their needs and share experiences. They learn through using their senses. Children explore the textures of dried lentils and pasta. Outdoors, they use their hand strength to squeeze the wet sand. Children draw with coloured chalks and proudly show their creations. They learn about tall and short objects. Children find out that their breadsticks become shorter when they eat them at snack time. Children tuck into a range of healthy food. The childminder encourages them to try new flavours. She carefully cuts food into small pieces to help young children to be safe when eating.

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

- The childminder notices what children can do and what they need to learn next. She helps young children to develop their independence. Children respond well to this. They enjoy trying to do things for themselves. Children learn many skills to prepare them for starting nursery and school.
- The childminder helps children to solve problems and find out how things work. Children show interest and perseverance as they play, for example when they try to join pieces of wooden train track in different ways. The childminder notices when children need extra support with their development. She finds ways to help them to learn the skills they need.
- Children benefit from the childminder's close attention. She ensures that she talks to children as they play, and she introduces a range of new words. Children listen to songs, such as number rhymes. They request to listen to songs from a favourite musical while eating their lunch. Children clearly communicate their needs and use language to share experiences.
- Children have daily opportunities to practise their physical skills. The childminder takes them to parks to develop their confidence when climbing. In the childminder's garden, children show coordination as they kick the ball and happily push each other on the swing.
- The childminder has established positive and trusting relationships with

children's parents. Parents speak very highly of the childminder's service. The childminder shares information with parents about children's care routines and daily activities. She speaks to the local pre-school staff about children's well-being when she drops children off and collects them. However, the childminder does not consistently share detailed information about children's learning with parents and other settings that children also attend.

- Children's good behaviour and positive attitudes to learning show that they feel safe and secure in the childminder's care. They respond to the childminder's calm reminders to take turns. Children show care and consideration for others.
- The childminder helps children through toilet training. She notices when children are ready to learn to use the potty or toilet. Children receive lots of praise and encouragement for their attempts at managing their own self-care.
- The childminder helps children to learn British values. She shows them how to share and be tolerant of each other. The childminder helps children to learn about the community where they live. However, children do not have as many opportunities to learn about the differences between people and places in the wider world.
- The childminder aims to provide the best care she can for children. She reflects on her practice and is keen to continue developing her skills. The childminder looks for further training opportunities to develop her knowledge. She has recently started a course about helping children to learn more about the natural world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the children she cares for very well. She understands the signs and symptoms that may mean a child is at risk of harm. The childminder is aware of wider safeguarding issues, such as the signs of child exploitation. She stays up to date with safeguarding training and with local safeguarding procedures and guidance. The childminder understands how to report concerns she may have about children's welfare. She knows how to report allegations about adults who work with children.

What does the setting need to do to improve?

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

- share more detailed information about children's learning with parents and other settings that children attend, to promote continuity in children's early education
- help children to develop a wider understanding of differences between people and places.

Setting details

Unique reference number	2527862
Local authority	Suffolk
Inspection number	10207338
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	0 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Worlingham, Suffolk. She operates all year round from 7.30am to 6pm, Tuesday to Friday, except for bank holidays and family holidays. 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 childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector about what she wants children to learn and the skills she helps them to develop.
- The inspector watched the childminder playing with the children indoors and outside. The childminder and the inspector evaluated children's learning.
- The childminder showed the inspector a range of documentation, including evidence of suitability checks for adults living in the home.
- Children shared books with the inspector. The inspector obtained parents' views through discussion and written feedback.

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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