

Childminder report

Inspection date: 14 October 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the childminder. They build close and trusting bonds with her and enjoy her company as they play. Children benefit from being part of their local community as they participate in a wide variety of outings. For example, they visit playgroups, farms, outdoor play areas and museums. Children join in with a wide variety of play opportunities. Their imagination grows as they sit in a pretend boat with a home-made sail. They sing made-up verses to a song about rowing the boat. Children 'roar' with a crocodile puppet that they find close to hand.

Out in the childminder's garden, children keenly explore. It is arranged so that they can make their own discoveries as they follow their interests. Children develop their skills in moving and handling well. They use wheeled toys and they carefully balance as they walk across wooden 'beams' laid between old tyres. Children tip, pour and stir 'real' food ingredients in the role-play kitchen. Older children's emerging numeracy and literacy skills are excellently supported as they use numbers and read signs as part of their imaginary play. For example, children confidently turn a 'board' from a 'tick' to a 'cross', explaining that it means that the car wash is now closed.

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

- Children's emotional well-being is a priority. This helps them to feel safe and secure. The childminder is warm and kind towards children and is understanding of their needs. She ensures that children have time for active play and comfortable rest during their daily routines. The childminder helps children to share and celebrate their achievements with their parents. For example, they send short voice recordings to each other. The childminder also shares photographs and diaries of the children's day with parents. She tells them about their children's learning.
- Partnerships with parents are very effective. The childminder shares her ongoing and accurate assessments of where children are in their development with parents. She helps to identify any gaps in learning and shares this information with parents so that they can focus on supporting their children. Parents are highly positive about the quality of care and education that their children receive, and the attentiveness of the childminder.
- During the COVID-19 pandemic, the childminder kept in contact with children. This helped their smooth move back into her care after a period of closure. The childminder shared information about what was going on in the local community, such as children's book exchanges. The childminder involved children in painting rocks and leaving them for others to find, as well as searching for ones left by others.

- Children's developing understanding of mathematics is supported throughout their day. Using numbers, counting and solving mathematical problems becomes second nature to them. The childminder often counts 'one, two' with younger children. Older children become familiar with numbers through conversation, books, role play and recognising them in the environment.
- Young children develop their independence skills. The childminder consistently encourages these skills as she gives children reassurance, guidance and praise. For example, she encourages children to 'wiggle' to get their outdoor rain suits on.
- The childminder gives older children clear and detailed explanations and this helps to deepen their understanding of topics that they are interested in. The childminder values what they do in their home lives and encourages them to recall and talk about their experiences. Sometimes, the childminder focuses her attention more on the learning needs of the older children. This means younger children do not benefit from the same high-quality interactions.
- The childminder reflects on and improves her practice. For example, the childminder has identified that she can provide additional support for children's emerging communication by using a form of sign language. She has completed training and is planning to introduce it in practice. The childminder supports children's vocabulary to grow. She reads stories and engages in thoughtful conversations with the children about the subjects in the stories.
- Children are familiar with handwashing routines. They learn to sing a song with the childminder while they wash their hands. The childminder has clear policies and procedures in place to manage sickness. This helps to protect others from risk of communicable illnesses.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed training to help her to know and understand the possible signs and indicators of abuse and/or neglect. She is careful to ensure that she understands what is happening in children's home lives, to be able to ensure that children and families have the right support. The childminder has clear policies and procedures in place, in line with the local safeguarding partners. She explains how she would follow these in the case of an allegation against herself or a family member, or if she had concerns about a child's safety and/or well-being.

What does the setting need to do to improve?

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

- strengthen the teaching so that the youngest children receive high-quality interactions that enable them to follow their emerging interests.

Setting details

Unique reference number	251199
Local authority	Suffolk
Inspection number	10113119
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	24 November 2015

Information about this early years setting

The childminder registered in 1999. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 6. She provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Hipperson

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 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 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 childminder spoke to the inspector about the curriculum that she provides for children. Together, they evaluated children's learning and development.
- The childminder and inspector carried out a joint evaluation of a planned activity with the childminder.
- 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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