

# Childminder report

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Inspection date: 14 October 2021

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| <b>Overall effectiveness</b> | <b>Good</b> |
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The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

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

### **The provision is good**

Children show that they feel very safe and secure in the childminder's care. They respond well to her interaction and encouragement. Children freely access toys and equipment from the wide selection available to them. They concentrate deeply on activities that capture their interest, such as stacking and sorting the small plastic cups. Their knowledge of space and measures is developing well. For example, they begin use mathematical language, such as 'tall' and 'short', to describe the height of different towers. Children find out about different cultural practices. For example, they visit a local shop to explore traditional Polish foods and hear a language that is different to their own.

Behaviour is exceptionally positive. Children are extremely keen to take on responsibility for tasks, such as tidying away toys. They follow the gentle guidance and instructions provided by the childminder to help them to stay safe. From a young age, children often set themselves new challenges and demonstrate a determination to master new skills. For example, they persevere with the tricky task of balancing a ball on top of their tower. They patiently test out many ways to make it work and proudly celebrate their success with the childminder.

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

- Children form close attachments with the attentive childminder. This helps them to feel relaxed in her care. The childminder has high expectations for children's behaviour and encourages them to learn positive manners. She gives children lots of praise for their achievements, which helps to boost their confidence and self-esteem.
- The childminder observes children as they play. She has a secure understanding of each child's current skills and knowledge and what they need to learn next. The childminder makes effective use of available resources to help children to make strong connections in their learning. For example, she skilfully uses a book about shapes to prompt children to identify shapes in the environment around them.
- The childminder gives good regard to supporting children's communication and language skills. She engages children in meaningful conversations as they play. The childminder responds well to young children's verbal and non-verbal communication. For instance, she models good conversational skills by speaking clearly and repeating language. This helps children to pronounce words more accurately and builds their confidence in communicating their ideas.
- The childminder recognises how the COVID-19 pandemic (coronavirus) has had an impact on opportunities for children to strengthen their social skills. She plans the curriculum effectively to address this. For example, the childminder plans regular opportunities for children to meet up with other minded children and

interact during outings to the zoo and play gym. Children are growing in confidence in group situations and form wider friendships.

- The importance of healthy eating and good hygiene is promoted by the childminder. Parents receive practical advice to help encourage children's interest in brushing their teeth at home. For example, the childminder suggests they try a mild toothpaste, so children gradually get used to the minty taste. The childminder diligently keeps up to date with dental health guidance and ensures this is fully considered when planning meals and snacks for children.
- The partnership working with parents is highly successful. The childminder makes sure parents are kept fully informed of their child's progress. She values their suggestions to improve the provision, which she gathers in discussion and feedback questionnaires. Parents are extremely happy with the level of care and education provided by the childminder.
- The childminder is very experienced and well qualified. She actively shares her knowledge with other early years providers. For example, she oversees an online social media forum for local childminders and creates purposeful opportunities for professional and reflective discussions.
- The childminder continues to attend training and researches good practice to help her to identify areas for improvement. For example, she recognises that there is scope to heighten children's knowledge and understanding of the natural world and living things.

## Safeguarding

The arrangements for safeguarding are effective.

Regular training and research help the childminder to maintain a good understanding of the latest guidance about safeguarding children. For example, she attends local events to learn more about the risks of children and vulnerable people being exposed to illegal drugs. The childminder has a clear procedure for reporting concerns about a child to the relevant agencies. She shares her safeguarding policy with parents to help them understand the importance of working together to protect children. Effective arrangements are in place to ensure that children do not come into contact with unsuitable people.

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

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

- build on opportunities to extend children's knowledge and understanding of the world, including their experiences of the natural environment and living things.

## Setting details

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| <b>Unique reference number</b>                     | EY217647  |
| <b>Local authority</b>                             | Suffolk   |
| <b>Inspection number</b>                           | 10113132  |
| <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 3  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 3   |
| <b>Date of previous inspection</b>                 | 25 February 2016  |

## Information about this early years setting

The childminder registered in 2002 and lives in Bury St Edmunds, Suffolk. She operates all year round from 7am until 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sarah Clements

### 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 their evaluation of the provider.
- The childminder and inspector discussed how the early years provision and curriculum are organised.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- Children spoke to the inspector at appropriate times throughout the inspection.
- Parents shared their views in writing and the inspector took these into account.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons living at 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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