

Childminder report

Inspection date: 19 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 arrive happily and are keen to join their friends. They have adapted to the changes in routines due to the COVID-19 pandemic and readily leave their parents with ease at the door. Children have a good understanding of familiar routines. They remove their shoes and place them in the shoe basket. They independently use the hand sanitiser on arrival.

Children's behaviour is extremely positive. Young children have exceptional manners in their interactions with adults and each other. Older children understand the growing needs of younger children and help to support their behaviour by being good role models. Children have a truly close relationship with the childminder. They come to her for cuddles and tell her how much they miss her when they are not here. This shows that children feel safe and secure in this welcoming home.

Children are eager and curious learners. They confidently talk about the weather they can see outside the window and discuss the effects of the wind on the leaves. Children use 'weather pegs' to match the elements of the day. When they find the rainbow peg, they tell the childminder that they need rain and sun to make this happen.

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

- The childminder undertakes regular training to further enhance her own professional development. She is committed to gaining more knowledge and skills and uses these to evaluate and adapt her practice. For example, she completed training on inclusion and diversity. The childminder has applied this new knowledge to her setting by ensuring that the dressing-up clothes reflect wider cultural backgrounds.
- The childminder uses information from parents and her own observations to assess children's development. She plans meaningful learning around the children's interests. The childminder ensures that there are opportunities for children to explore literacy within many activities. Children have a lending library where they can take books to share at home. This helps to support children's love of books. The childminder helps children to understand letter sounds to support their developing speech. She continually talks to the children and offers them an abundance of praise. As a result, children are confident speakers who can articulate their needs.
- Parents are exceptionally complimentary about the care and education their children receive. The childminder values the good levels of communication she has with the parents and fully involves them in their children's learning and development. The childminder provides monthly newsletters which keep parents

informed of what the children will be doing in the setting and she offers ideas for how they can support children's learning at home. This helps parents to complement the learning that happens in the childminder's setting.

- Children are given good opportunities to build on their early awareness of the world around them. They enjoy regular visits to the park, beaches and farms. Children recall with enthusiasm the animals they have seen when they visited the farm. Children have daily access to the childminder's garden and have lots of opportunities to practise their physical skills. They mix different colours in the mud kitchen to make their 'dinners'. Children climb the steps of the slide and eagerly slide down. This helps to support those children who learn best from being outdoors.
- The childminder has a good knowledge of how children learn and develop. She plans a variety of exciting experiences across all areas of learning. For example, children learn about the effects on their bodies by feeling their heart speed up when exercising. On occasions, the children's understanding could be further enhanced through additional discussion. For example, when the childminder tells a child he needs to have a drink, she does not explain why this is important. Children enjoy counting and learning mathematical concepts through songs and rhymes.
- Children learn about the similarities and differences between themselves and others. They look at what makes them unique. Children confidently tell adults what makes them special. Children talk about being mechanics and builders when they grow up. The childminder uses these opportunities to help children's early understanding of gender stereotypes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with current safeguarding guidance and training and has a good awareness of her safeguarding responsibilities. She is aware of the possible signs and indicators which may suggest that a child is at risk of abuse and neglect. The childminder knows the local referral procedures to follow if she has a concern. She is knowledgeable about wider safeguarding issues. The childminder carries out regular risk assessments to make sure that her home and garden are safe and secure for children to use.

What does the setting need to do to improve?

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

- maximise opportunities to enhance children's understanding and learning even further.

Setting details

Unique reference number	EY557220
Local authority	Suffolk
Inspection number	10190070
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	2 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Ipswich, Suffolk. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Shelly McDougall

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 her evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed an activity and jointly evaluated this with the childminder.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to parents and also took account of written feedback.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household. She also sampled documentation, including children's records and evidence of paediatric first-aid training.

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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