

Childminder report

Inspection date: 27 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 look forward to the time they spend in this homely setting. They happily say goodbye to their parents and settle quickly into their play. Children have very strong attachments to the childminder. They readily seek her out for cuddles and reassurance, where needed. Younger children are keen to crawl and toddle around the childminder's home. They look for their favourite toys and enjoy exploring the selection of resources on offer. The childminder knows children's routines very well. She knows when children are tired or hungry and quickly responds to their needs.

Older children are very well prepared for starting school. They show high levels of confidence and speak very well for their ages. Children recognise numbers up to 10 and start to put these in order. Children show perseverance and independence. For example, they spend a long time attempting to carve 'eyes' for a pumpkin. The childminder is close by to check that children use the carving equipment safely, while offering support and encouragement. Children of all ages benefit from regular outings with the childminder. They say that they enjoy attending the local playgroup with her. Children regularly visit a local farm, where they feed animals, plant seeds and create crafts. Children begin to learn about where food comes from. They find out about growth and change in the world around them.

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

- The childminder notices what children can do and are interested in. She helps children to learn about the world around them. Children learn about the changes that happen in autumn. They use fallen leaves in their art and craft work. Children explore the seeds as they scoop them out of the pumpkin, using words to describe them, such as 'slimy' and 'wet'. Children recall past experiences and build on their knowledge.
- The childminder carries out regular checks on children's development, to check that they are achieving age-appropriate milestones. The childminder regularly communicates with parents about what children can do and what they need to learn next.
- The childminder introduces children to new words. Babies babble happily to themselves as they play. The childminder notices these babbles as the start of turn taking in conversations and tenderly speaks back to them. This helps children to develop their early communication and language skills.
- Children regularly look at books. They enjoy looking at a book about Halloween traditions. The childminder introduces children to new language and explains what words mean. Older children answer questions and count objects. Children then enjoy looking at the book independently. They turn the pages and talk to themselves as they look at the pictures.
- Children confidently sing favourite rhymes. Older children collect cushions to lie

down on to pretend to be 'sleeping bunnies'. Younger children join in with the actions and start to anticipate what will happen next.

- The childminder has recently had more younger children start in her care. She plans activities to help children to explore and investigate together. These activities are very well suited to older children's needs and they persevere for long periods. However, some planned activities are not as precisely tailored to the learning needs of younger children, to keep them highly motivated and engaged.
- The childminder encourages children to take responsibility for their own self-care, when they are ready. She has obtained books to help children understand about differences between people. Children learn about festivals from cultures that are different to their own.
- Since the COVID-19 pandemic began, the childminder has provided high levels of support to children's families. She provided care for children of key workers and home education packs for those who could not attend. The childminder has started to provide funded education places to ease the financial strain for children's parents.
- The childminder is highly organised. She runs her business extremely efficiently. The childminder uses her many years of experience to support parents, providing guidance where needed. However, the childminder has not established effective partnerships with other settings that children also attend, such as pre-schools.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date. She completes training to refresh her knowledge and attends local safeguarding forums to share best practice. The childminder has very detailed policies and procedures in place. She has a thorough knowledge of wider safeguarding issues, such as child exploitation and gender-based violence. The childminder understands signs that a child may be at risk of harm. She knows who to contact should she have a concern about a child's welfare. The childminder works with children's parents to provide support and advice, which helps them to provide safe and effective care.

What does the setting need to do to improve?

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

- focus closely on the needs of younger children during planned activities, to help them continue to be highly engaged in their learning
- develop partnerships with other settings that children attend, to provide consistency in their care and early education.

Setting details

Unique reference number	251094
Local authority	Suffolk
Inspection number	10113115
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 13
Total number of places	6
Number of children on roll	12
Date of previous inspection	23 February 2016

Information about this early years setting

The childminder registered in 1997 and lives in Bury St Edmunds, Suffolk. She operates from Monday to Friday all year round, except for bank holidays and family holidays. On Monday to Thursday, the childminder operates from 7.30am to 5.30pm. On Friday, she operates before school only, from 7.30am to 9am. The childminder provides funded early education for 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 showed the inspector around her home. She told 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. The inspector watched children take part in a planned activity with the childminder. 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 and her first-aid certificate.
- Children talked to the inspector about what they like to do. 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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