

Childminder report

Inspection date:

2 November 2021

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Outstanding

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 become confident and self-assured during their time with the very experienced childminder. Younger children enjoy the close cuddles, care and attention that they receive from her. Children play actively throughout their day. They explore and join in with a wide range of educational activities. For example, they learn new words as they hear the childminder read a story about animals riding on a broomstick. Children are enthralled as they pay close attention, captivated by the interesting way the story is read and the props provided to help them join in. They learn to make links in their learning as they learn the words for different types of 'mouth', such as 'beak' and 'jaws'.

Children benefit from plenty of time playing out in the fresh air of the childminder's garden. They have several planned opportunities that help them to develop their balance, strength and coordination. For example, they visit playgrounds, use the childminder's climbing equipment and enjoy soft play. Children's fine motor skills also develop very well as they learn how to use tools effectively while under close supervision from the childminder and her co-childminder. They also meet new people and learn how to become confident with others, for example when they go on park trips and other outings, including playgroups and play dates with other children.

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

- Children's individuality and cultures are very well valued and respected. The childminder plans meaningful opportunities for children to learn about others. She ensures that the resources children access and play with reflect the diversity of people and society. The childminder keenly helps children to learn about nature and they begin to learn how they can live sustainably to help prevent damage to the environment.
- The overall quality of education that children receive is good. The well-qualified childminder is very aware of what children need to learn to prepare them for their future education and life-long well-being. She has an expert knowledge of child development and education. The childminder keeps her knowledge up to date and reflects on how she can incorporate new ideas about best practice for children into what she provides. The educational activities are delivered by both the childminder and her co-childminder. Plans in place to help develop the co-childminder's practice to a higher level are not fully effective in achieving a very high quality of education overall.
- Children develop the skills that they need. Children freely communicate how they feel and develop an ability to talk about their feelings. Their good behaviour shows that they feel secure. Older children use their imagination and develop their skills as they join in imaginary play together. They show that they are

learning to count and beginning to use the language of mathematics, such as sizes and shapes. They slowly count as their friends hide in a game of hide and seek.

- Partnerships with parents are very strong. Parents value the 'family feeling' that children have during their time with the childminder and comment how much their children look forward to their time. The information that the childminder provides helps parents to know how to support their children's learning at home. The childminder works in close partnership with parents to give children the extra support they need. For example, she carries out plans to support children with any additional strategies suggested by other professionals. This ensures that all children have their individual needs met.
- The childminder skilfully helps children to learn how to get along with one another. She models kindness and respect at all times. The childminder has clear and appropriate expectations for children's behaviour. She helps them to understand each other's needs and communicate their wishes. Children learn to take appropriate risks. For example, the childminder helps them to learn how to handle delicate objects without breaking them. She also encourages appropriate 'risky play' to help children recognise their strengths and abilities and to learn how to keep themselves and others safe.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of issues relating to safeguarding. She completes appropriate training to renew her knowledge. The childminder knows how to recognise the possible indicators of abuse and/or neglect. She has clear policies in place to follow if she has concerns about the safety or well-being of a child. The childminder understands how issues in children's life at home can affect them, and is vigilant for any changes to suggest that they need additional help and support.

What does the setting need to do to improve?

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

- develop the peer support system to achieve a higher level of consistency of practice between adults working with children, to ensure that the challenging curriculum is delivered at the highest level.

Setting details

Unique reference number	251015
Local authority	Suffolk
Inspection number	10113114
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	0
Date of previous inspection	11 February 2016

Information about this early years setting

The childminder registered in 1994 and lives in Ipswich, Suffolk. She works with a co-childminder. The childminder operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. She holds a relevant childcare qualification at level 4. The childminder 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, her co-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 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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