

Childminder report

Inspection date:

26 November 2021

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| Overall effectiveness | Good |
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The quality of education

Good

Behaviour and attitudes

Good

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 are happy and settled in the childminder's care. The childminder is caring and affectionate, and children thoroughly enjoy spending time with her. On arrival, they settle very quickly and choose what they want to play with. Children demonstrate that they feel safe and secure. For example, they enthusiastically sing nursery rhymes to visitors and invite them into their play. They confidently move around the environment and show curiosity as they explore resources and activities. Children understand the importance of sharing and turn-taking through their play. They use good manners as they say 'please' and 'thank you' in their conversations.

Children's independence is supported well from an early age. For example, the childminder encourages younger children to undo their lunch boxes and remove their food. She supports older children to access the toilet independently and wash and dry their hands. Children benefit from the warm and welcoming environment. They show positive relationships with their peers as they play alongside each other with the musical instruments. Younger children move, stamp their feet and hum as they dance to the beat of the song. Children develop high self-esteem. They beam with pride as they complete their creative activity independently and are eager to show adults their achievements.

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

- Children show that they are beginning to understand how they feel. For example, they tell the childminder that they would like something to eat and how they are feeling. They happily tidy up and find their coats and shoes when asked by the childminder. She provides a relaxing, fun environment for children to learn and develop in.
- Children enjoy stories and singing with the childminder. They listen attentively to stories, which she childminder reads in a fun and interesting manner. However, the childminder does not consistently use opportunities to build on children's vocabulary, to further enhance their communication skills.
- The childminder's partnerships with parents are strong. Parents comment on her being a warm caring person who offers a home-from-home environment. They state that they value the flexible and responsive service that she offers. Parents report that they now leave and collect their children at the door, due to the COVID-19 pandemic. Despite this, they praise the childminder's excellent communication and state that she keeps them well informed about their children's day, including providing photographs of their children playing, to celebrate their achievements.
- The childminder has a good knowledge of the children in her care. She gathers a comprehensive range of information from parents before the children start at

the setting so that she is aware of what children already know and can do. The childminder follows the children's interests and uses ongoing observations to build on their development and learning. However, at times, she does not use opportunities to challenge or to extend children's learning so that they achieve as much as they can from potential learning opportunities.

- The childminder introduces counting to children during their play and talks about shape. For instance, she counts the spots on the dog in the story. She promotes children's problem-solving skills effectively. For example, the childminder supports children well when they explore shapes to complete a train track. This helps children to begin to develop an understanding of simple mathematical concepts.
- Children focus as they participate in planned activities. For example, they thoroughly enjoy placing stickers on the card and use different coloured crayons when drawing a picture. Children are eager to talk about what they have drawn.
- Children make good progress in their learning and development. The childminder has a clear focus for what she wants the children to learn next. For example, she is aware that some children are beginning to be very independent in their self-care skills.
- The childminder completes regular online training to help raise the quality of her practice. She refreshes her knowledge in most areas and plans to complete further training to help continue to raise the quality of the service she offers. The childminder offers her assistant effective supervision and supports her to complete further training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her safeguarding responsibilities. She updates her safeguarding training regularly to help her understand child protection, including around wider safeguarding concerns, such as the 'Prevent' duty. She has a good understanding of the procedures to follow in the event of concerns about a child, or if an allegation is made against her or a member of her household. The childminder can confidently identify the signs that may indicate that a child is at risk of harm.

What does the setting need to do to improve?

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

- enhance the opportunities to challenge and to extend children's learning to help them to achieve as much as they can
- extend the opportunities to build on children's vocabulary to further enhance their communication skills.

Setting details

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| Unique reference number | 250676 |
| Local authority | Suffolk |
| Inspection number | 10113108 |
| 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 3 |
| Total number of places | 12 |
| Number of children on roll | 9 |
| Date of previous inspection | 29 April 2016 |

Information about this early years setting

The childminder was registered in 1991 and lives in Ipswich, Suffolk. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. She regularly works with an assistant.

Information about this inspection

Inspector

Diane Middleton

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 and the inspector carried out a learning walk and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector and the childminder carried out a joint evaluation of an activity.
- 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.
- 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
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