

Childminder report

Inspection date: 8 December 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children readily choose from the varied range of toys and resources available to them. They thoroughly enjoy the childminder's interaction in their play. For example, when a child puts a small mat over his head, the childminder engages with him and says 'boo' as he removes it. He laughs with delight. Children build close emotional attachments to the childminder. She provides a warm and welcoming environment where children feel safe and secure. Children are helped to understand the impact of their behaviour on others. Overall, their hygiene needs are met.

Children enjoy chatting to the childminder, and she engages them well in conversation. She encourages their imagination. When children hold a toy car and pretend that it is flying, the childminder talks with them about where it could be going. She is careful to ensure that all children are fully included in activities. The childminder responds positively to what they want to do. Children have daily opportunities to be outdoors. They enjoy outings to the local playground, where they are encouraged to take managed risks on the play equipment. Children's physical skills are developing well. Some children run, jump and climb readily. Those who need more support are gently encouraged.

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

- Since her last inspection, the childminder has taken necessary steps to ensure that incidents that could have a negative impact on her childminding business are reported to Ofsted. This ensures that she meets her legal obligations. The childminder is committed to the continuous improvement of her setting and reflects on the quality of her provision.
- The childminder knows the children well. She talks confidently about where they are in their play and learning. She knows what she needs to do next to support their continuing progress. The childminder is careful to ensure that all children can participate in activities at their own level. For example, when planning an adult-led activity, she considers the children's individual needs to ensure that she provides all of the necessary resources so children can pour, fill and explore textures.
- Children are helped to learn about the importance of good hygiene. Before eating, children have their hands washed, but the childminder does this for them. She also dries their hands for them. Children are not routinely encouraged to manage their own personal hygiene needs. This does not fully support children's developing independence for when they move on to the next stage of their learning.
- The childminder is a good role model. She is calm and gentle and treats children with positive regard. She builds children's self-esteem effectively, giving

meaningful praise for good behaviour and individual efforts. Children are gently encouraged to share resources, take turns and consider the feelings of others.

- Children confidently count as they play. However, the childminder does not consistently recognise opportunities to challenge children's number skills further. For example, when children count the number of wheels on a car and the number of wheels on a second car, the childminder does not think to ask how many wheels there are altogether or compare quantities.
- The childminder supports children's communication and language skills well. Children are encouraged in conversation and she actively listens to what they have to say. The childminder responds well to the babbles and gestures of younger children, mimicking conversation and introducing new vocabulary. She recognises where there are potential concerns about children's speech and language skills and takes steps to address these.
- The childminder keeps parents fully informed about their child's day and encourages them to continue to share what they know about their child. Parents state that the childminder is kind and loving and she genuinely cares for their children. The childminder builds partnerships with others who provide care and learning for the children. This effective two-way flow of information helps ensure that children's individual needs are identified and met.

Safeguarding

The arrangements for safeguarding are effective.

Since her last inspection, the childminder has completed refresher training in child protection to ensure that she is able to respond to concerns in a timely and appropriate way. The childminder fully understands her responsibilities regarding child protection. She is aware of the indicators of abuse and knows how to report concerns. The childminder is aware of a wide range of safeguarding issues, such as county lines. She understands the importance of identifying and supporting children and families who may be at risk of harm from extreme behaviours or views.

What does the setting need to do to improve?

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

- help children to develop independence in managing their own personal hygiene needs
- build on the opportunities children have to develop their awareness of numbers and counting.

Setting details

Unique reference number	EY336862
Local authority	Suffolk
Inspection number	10201848
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	0 to 10
Total number of places	6
Number of children on roll	19
Date of previous inspection	24 June 2021

Information about this early years setting

The childminder registered in 2006. She operates Monday to Friday, from 7.30am to 6pm, all year round, except for bank holidays and family holidays. The childminder has a relevant early years qualification at level 5. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jacqui Mason

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the childminder held a discussion to understand how the early years curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on 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 checked evidence of the suitability of all household members and the qualifications of the childminder. She also discussed the childminder's self-evaluation.
- Children communicated with the inspector during the inspection.
- Parents shared their views on the setting.
- The childminder provided the inspector with a sample of key documents on request.

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
E: enquiries@ofsted.gov.uk
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