

# Childminder report

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Inspection date: 7 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children demonstrate a positive attitude to their learning. They show good levels of self-confidence as they keenly talk about what they are doing. They eagerly have a go at repeating new and more-complex vocabulary. For example, children seek help from the childminder when they cannot remember a word they want to use to describe the feeling of dough. They move around confidently and quickly find toys to extend their play. Children sustain their concentration on activities, particularly tasks that encourage them to be creative. For example, they enjoy making marks on a large cardboard box and use it to inspire their imaginative play based on a castle theme.

Despite being away from the setting during a period of COVID-19 pandemic restrictions, children settle well and show that they feel safe in the childminder's care. Their individual needs are supported well, and they form positive relationships. When children feel tired, they happily approach the childminder for comfort and quickly settle to sleep.

Children are keen to be 'helpers' and respond well to the childminder's instructions when helping to tidy away toys. They show a clear motivation to solve problems, and develop self-confidence in their abilities. For example, when they initially find it difficult to use a new tool for squeezing dough, they persevere until they succeed.

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

- The childminder provides thoughtfully planned activities. She takes account of what children already know, so that their learning is progressive. This promotes good outcomes for children and helps them to make secure progress.
- There is a strong emphasis on extending children's already good communication and language skills. The childminder is skilled at questioning children so that they develop their listening skills and can explain their ideas. She often repeats the names of common objects and colours, making sure children have an opportunity to revisit these in later conversations.
- The childminder encourages children to be physically active and practise different movements with their bodies. Children delight in climbing the steps to get to the top of the small slide. The childminder sees the value in supporting children to do this several times so they can refine their strength and coordination.
- Due to the COVID-19 pandemic, most of the children had a period of non-attendance. The childminder was quick to identify that this had an impact on their confidence and social skills. To help rebuild these skills, she focuses on opportunities for children to solve problems and play imaginatively together. The childminder is gradually reintroducing larger-group activities outside of the

setting to further extend their social experiences.

- Children are given clear messages about how to stay healthy. For example, the childminder gently reminds them to cover their mouths when they cough to help stop the spread of any germs. The childminder encourages their independence in managing their personal care needs. She ensures that children can reach their drinks easily and reminds them where to find a tissue to wipe their nose.
- The childminder is reflective and makes changes to improve practice. Following a recent breach of the requirements of the Childcare Register, the childminder has actioned a new procedure to make sure older children are always supervised. In particular, she ensures that older children are not left unsupervised in her car during school arrival and collection times. This ensures that children's safety is no longer compromised.
- Partnership working with parents is successful. Parents' written comments demonstrate that they are very happy with the level of care provided. They particularly appreciate the homely feel of the setting and how well the childminder helps their children to learn. The childminder communicates effectively with parents. She gives them information to help them to extend their children's skills at home, including ideas to support children to learn to use the toilet.
- The childminder is keen to enhance her skills and knowledge through research and training and has identified areas of the provision she intends to improve. In particular, the childminder recognises that there is scope to build stronger links with other early years settings to help enhance the continuity in children's care and learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder makes sure she maintains a good understanding of the possible indicators of abuse and neglect. For example, she is aware that some children may be at risk of exposure to extreme views and behaviours. There are clear procedures in place should these or any other safeguarding concerns arise. The childminder displays information about important contacts within the local safeguarding partnership. This helps to ensure that she has the information needed when reporting any concerns about a child.

## What does the setting need to do to improve?

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

- strengthen partnership working with other early years providers to help ensure a shared and consistent approach to children's care and learning.

## Setting details

<b>Unique reference number</b>	EY476399
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10216735
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	25 August 2016

## Information about this early years setting

The childminder registered in 2014 and lives in Woodbridge, Suffolk. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

## Information about this inspection

### Inspector

Sarah Clements

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and inspector discussed how the early years provision and curriculum are organised.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- Children spoke to the inspector at appropriate times throughout the inspection.
- Parents shared their views in writing and the inspector took these into account.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons living at the setting.

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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