

# Childminder report

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Inspection date: 14 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**

The childminder provides a happy and nurturing environment where children learn and thrive. Children respond to the caring approach of the childminder. For example, her soothing voice and gentle manner help children to feel safe and secure.

Children make choices in their play from a range of easily accessible activities. They have a can-do attitude to learning and concentrate well when carrying out activities. Children carefully stack rings of different colours and sizes to build a tower.

Children develop good hand-to-eye coordination and learn to identify shapes and colours. They take pride in their achievements, such as when matching the correct pictures to complete a game. Children show confidence in asking the childminder for help. They readily seek the childminder's support in activities and invite her to share in their play. They select books independently from the shelf and handle them with care. Children experience a calm atmosphere during lunchtime. The childminder sits alongside the children and supports them to learn good social skills.

Children enjoy playing outside. They have opportunities to visit local parks and walk to the fields, where they learn about the environment around them. Since the COVID-19 pandemic restrictions have been lifted, children visit toddler groups. This gives them the opportunity to engage with others and play together in larger groups.

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

- Children have daily opportunities to develop their physical skills. For example, in the garden, children run around, throw and kick balls and manoeuvre scooters. The children enjoy planting and growing vegetables and flowers. They learn to take appropriate risks as they use the gardening tools.
- Partnerships with parents are strong. The childminder keeps parents updated about the care their child receives through daily discussions. She shares children's learning through observations and photos in written learning journals. This keeps parents updated on their child's progress. Parents speak very highly about the childminder and comment on the warm and friendly environment she offers their children.
- The childminder knows the children well and has a good understanding of how children learn. She gathers key information from parents about their children when they first start, to help them settle. The childminder follows children's routines and interests. She adapts her teaching to support individual interests

and learning styles. For example, the childminder introduces additional resources, such as a road track and car transporter, to enhance children's pretend play. She gives lots of praise and encouragement to promote the children's sense of achievement. This supports children's well-being.

- Children are encouraged to understand the importance of good personal hygiene from an early age. For example, they learn why they need to wash their hands after playing in the garden and before eating. Children learn about oral health through stories and role-play activities. The childminder works closely with parents to support children's toilet training.
- Children are independent and confident, and the childminder supports this well. For instance, they put their coats and shoes on and help to tidy away toys after playing with them. The childminder encourages the children to remember to say 'please' and 'thank you' when asking for a drink and when playing.
- The childminder supports children effectively to develop a love of books. For example, children select books and sit on the childminder's lap as she reads the story. They listen attentively as the childminder uses different voices and tones that capture and maintain their interests. However, the childminder does not consistently give children the opportunity to extend their vocabulary to further enhance their language and communication skills.
- The childminder is ambitious for children to succeed and carefully reflects on her work. She regularly meets with other childminders to share ideas. The childminder has identified that she would like to attend additional training to enhance her professional development and broaden her knowledge of childcare practice.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to keep children safe. She is able to recognise the signs and symptoms of abuse and knows what steps to take to protect the children she cares for. The childminder knows the relevant agencies to contact if she has concerns about children's safety. She understands the procedure to follow if an allegation of abuse is made against herself or a family member. The childminder refreshes her own safeguarding knowledge regularly to secure and broaden her understanding of wider safeguarding issues, such as female genital mutilation and the 'Prevent' duty.

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

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

- extend children's vocabulary to further enhance their learning.

## Setting details

<b>Unique reference number</b>	EY447071
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10075179
<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>	2 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	28 June 2016

## Information about this early years setting

The childminder registered in 2012 and lives in Kesgrave, Suffolk. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## 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 made a range of documentation available for the inspector to sample, including training certificates, evidence of suitability checks and safeguarding records.
- The inspector observed the childminder's interactions with the children and assessed the impact of these on children's learning.
- The inspector read written feedback from parents and took account of their views.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder discussed her procedures for safeguarding the children.
- The inspector observed children and the childminder taking part in activities and assessed the impact on children's learning. The inspector and the childminder reflected on a learning experience for children.

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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