

Childminder report

Inspection date: 18 January 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are engaged and curious learners. They negotiate and help each other. Children develop strong friendships. They learn to show thought and consideration towards each other, as they follow the childminder's excellent role modelling. Children enjoy tipping, pouring and manipulating materials between various containers. They use water, coloured rice and mud. They have plenty of time to develop their skills and ideas.

Children go on educational outings with the childminder. They look forward to the activities that they do on a regular basis. On a relaxed walk in the local nature area, children play with sticks and leaves. They persist in following their idea of searching for a spider. Children enjoy climbing and balancing. This helps them to develop strong core muscles and improves their balance and coordination.

Every day children have opportunities to sing, dance and share stories. They lie down on a rug without moving and wait for the childminder to sing 'hop little bunnies, hop, hop, hop, hop'. They jump up gleefully and start hopping. Children enjoy playing authentic musical instruments, including a guitar and a ukulele. Children listen attentively to what the childminder says to them. The childminder introduces new language throughout the day, including words that enable children to explain how they are feeling. This helps them to become articulate. Sometimes, children also use sign language that the childminder has taught them to communicate.

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

- Children are very happy in the skilled and knowledgeable childminder's care. She clearly enjoys spending time with the children, often giggling and smiling with them. The childminder sings spontaneously with them and values their individual contributions. She reinforces positive behaviour and has clear boundaries that help children to share and get along with one another.
- The childminder offers children a broad and balanced curriculum. She focuses on giving children access to nature, supporting their emerging communication skills and giving them 'real' experiences to help them learn. For example, children carefully use the real china cups in their role play.
- The childminder is conscious of the challenges faced by families and children during the COVID-19 pandemic. She has adapted her practice to help children settle with her when they may have had limited previous social experiences. She offers flexible and slow induction periods to help children adjust.
- When, occasionally, children struggle with their own emotions the childminder supports them calmly and carefully. She is reassuring and helps children to name their emotions and recognise how to resolve their problem. Children

respond well to her positive nature and replicate her can-do approach. This helps to strengthen their emotional well-being.

- The childminder encourages children to recall their previous experiences and to make links in their learning. For example, when she knows it is a frosty day she plans to help children learn more about how water freezes into ice. She teaches them language associated with the cold weather. Children discuss how they look forward to playing in snow, they check that all their friends will be able to join in. Children concentrate and think of their own ideas during their play. The childminder ensures that they have toys and activities that reflect their fascinations and interests.
- Professional development that the childminder completes helps her to continuously improve her teaching. However, the plans in place to guide and build on the practice of her assistant are less well developed.
- The childminder works closely with parents. She supports parents to know how they can guide their child's development. The childminder listens to parents and discusses any concerns they may have about their child. She works with them to close any gaps in children's learning. As a result, children make strong progress in their development. However, the partnerships with other settings which children attend are not established to fully support continuity for children who attend more than one setting.
- Parents find the childminder approachable and easy to talk to. They comment on the strong bond that their children have with her. Parents highlight that the childminder gives them detailed daily updates, as well as photos, informing them about their children's day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duty to protect children in her care. She completes training which helps her to understand how to safeguard children. She shares her policy and procedures with her assistant. The childminder understands what she needs to do if she thinks that a child is at risk of abuse and/or neglect. She understands wider issues in safeguarding, such as the risks posed by practices, such as feminine genital mutilation.

What does the setting need to do to improve?

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

- strengthen plans to train and support any assistants to develop their practice, knowledge and skills
- develop the partnerships with other settings that children attend to improve the continuity in their care and learning.

Setting details

Unique reference number	EY408999
Local authority	Suffolk
Inspection number	10074467
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	2 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	1 March 2016

Information about this early years setting

The childminder registered in 2010 and lives in Reydon, Suffolk. She operates all year round from 7.45am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kate Hipperson

Inspection activities

- This was the first routine inspection that the provider received since the COVID-19 pandemic began. The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder explained her curriculum for children to the inspector. The inspector viewed the areas used for childcare.
- The inspector observed the quality of interactions between the childminder and children and evaluated the impact on children's learning and development.
- Children and the childminder went on an outing to a nearby nature area accompanied by the inspector.
- The inspector reviewed essential documentation, including the childminder's paediatric first-aid certificate.
- The childminder and the inspector carried out a joint observation of an educational activity and evaluated the children's learning.
- Children spoke to the inspector during the inspection. The inspector evaluated the experiences of children.
- The inspector read written testimonials from a small number of parents and considered their views about the childminder's provision.

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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