

Childminder report

Inspection date: 24 January 2022

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| 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 show that they feel safe and secure. The childminder provides a welcoming and homely environment and children develop a warm, trusting relationship with her. The childminder spends time getting to know children well and finds out about their interests. Children enjoy the childminder's company and involve her in their play. They independently explore the resources and toys the childminder provides. Children show an interest in books. They turn the pages as the childminder reads stories.

Children put on their coats, hats, gloves, and shoes independently. They receive constant praise from the childminder for their efforts. This helps to promote their sense of achievement. Children sustain their interest during activities. They eagerly take part in a creative activity, where they explore the different resources. They crunch tissue paper up in their hands before they glue it onto their picture.

Children enjoy playing outdoors and walks to the park. They feed the ducks and look for leaves and sticks while having conversations with the childminder about what they can see and hear. This enhances children's awareness of the environment they live in. Children have a good attitude to play and learning. They confidently complete a puzzle and enjoy mathematical challenges throughout the day, such as counting the blocks as they build a tower.

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

- Children learn about keeping healthy. The childminder encourages good hygiene practices as part of their daily routines, such as washing hands before they eat. She talks about germs and why it is important to wash their hands.
- The childminder supports children well to learn good manners, such as please and thank you. Children's behaviour is good. The childminder treats children with kindness and patience. She gives clear instructions and children understand what is expected of them.
- Children have the opportunity to be physically active. They take part in daily walks and learn to take age-appropriate risks as they explore the equipment at the local park. For example, they climb the steps on the slide independently. Children take pride in their achievements as they use the play equipment.
- Children experience a calm and relaxing time during snack time. They bring their toy dolls to the table and offer them some of their snacks and drink. The childminder sits with the children and engages them in conversation to help support their social skills.
- Parents speak very highly of the childminder. They comment on the warm and caring environment she offers their children. Due to the COVID-19 pandemic, parents drop their children off at the front door. Parents comment that they

initially found this hard. However, receiving daily information on what their children have achieved and enjoyed reassures them.

- The childminder builds on children's interests and offers them a broad range of play opportunities. For example, when children show an interest in role play, she uses these experiences to teach children other skills, such as sharing and taking turns. Children readily engage in role play and make pretend cups of tea for the childminder.
- Children show a keen interest in books. They enjoy familiar stories, which the childminder reads with animation and enthusiasm. She maintains children's attention throughout. However, the childminder does not always extend children's vocabulary to further enhance their learning.
- The childminder knows the children well and has a good understanding of how children learn. She plans interesting activities that build on what children know and can already do. For example, the childminder supports children's knowledge of mathematics. While playing with the mega blocks, she talks to them about size and shape as they build a house.
- The childminder is passionate about her role and enjoys her work. She is keen to further her skills and knowledge through professional development to enhance the service she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe and has a good understanding of how to protect them from harm. 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 procedures to follow if an allegation of abuse is made against herself. The childminder is aware of broader safeguarding issues, such as radicalisation and female genital mutilation.

What does the setting need to do to improve?

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

- extend opportunities to build on children's vocabulary to further enhance their communication skills.

Setting details

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| Unique reference number | EY265084 |
| Local authority | Suffolk |
| Inspection number | 10218307 |
| 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 2 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Date of previous inspection | 25 February 2019 |

Information about this early years setting

The childminder registered in 2003 and lives in Sudbury. She operates all year round from 8am to 5.15pm, Monday to Friday, except for bank holidays and family holidays.

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 their evaluation of the setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder to understand how she organises the early years provision and curriculum.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector spoke to children during the inspection. She also viewed written feedback from parents.
- The inspector observed areas used for childcare purposes, care routines and the activities taking place indoors and outdoors.
- She looked at relevant documentation, such as evidence of the childminder's suitability to work with 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.

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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