

# Childminder report

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Inspection date: 7 February 2022

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<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 caring childminder provides a setting where children feel emotionally secure. Her calm and nurturing nature helps them to settle quickly and build strong attachments with her. Children have fun being able to choose the toys and resources they want to play with. They are curious and enthusiastic to learn. For example, children connect colourful cogs together and watch them spin round and round while learning about the colours. They behave well and learn about boundaries and the childminder's expectations. Children patiently share and take turns with their friends as they go down the slide. They learn about the use of good manners, like saying 'please' and 'thank you'.

Children happily explore the well-organised outdoor play area. They show delight as they race toy cars down the guttering and clap their hands when the cars reach the bottom. Children throw balls into the netball hoop and shout out 'goal' when the balls go in. They use buckets to transport items around the garden and giggle when splashing the water around in the water tray. Children confidently climb up the steps of the climbing frame and call out 'wee' as they go down the slide.

Children have fun exploring sensory and messy play activities. They demonstrate positive attitudes to learning. For example, younger children enjoy feeling the texture of porridge oats as they scoop them up with their hands to place in pots. Older children sieve and pour the oats into different sized pots while searching for the hidden dinosaurs.

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

- The childminder supports children to lead a healthy lifestyle. She ensures that they receive plenty of fresh air and exercise. The childminder takes the children to the local woods where they explore the environment they live in. She provides them with good opportunities to develop their physical skills. For example children run, jump and kick a ball, which helps to support their health and well-being. The childminder provides healthy food choices. For example, children are offered a selection of fresh fruit for snacks.
- The childminder's exceptional partnership with parents is clear through the overwhelming praise they have for her. Parents comment that she is 'wonderful'. They say that she creates a safe, warm and homely environment for the children to be able to learn. Parents state that the childminder has the children's best interests at heart.
- Due to the COVID-19 pandemic, parents drop their children off in the porch area. They explain that the childminder regularly shares information with them about their child's learning and development, and the activities they have enjoyed during the day. Parents comment that they look forward to reading the

messages as this reassures them that their children are happy and safe.

- Children benefit from a well-planned curriculum. The childminder gathers information from parents regarding their children's starting points in learning. She uses this information well to plan activities around what she wants children to learn next. For example, the childminder helps children to develop their mathematical skills, such as counting and using numbers in their play.
- The childminder supports children to become increasingly independent, for example as they wash and dry their hands, and when they put their wellies on to go outside. All children are encouraged to feed themselves. The childminder encourages them to practise these skills at their own pace. Children receive constant praise for their efforts.
- The childminder offers a wide range of books. Children select and read them independently, carefully turning the pages as they look at the pictures in the story. The childminder gets down to children's level when she talks to them and gives them good eye contact. However, she is not consistent in supporting children's language development. For example, she does not repeat words or sentences back to them, to further develop their growing vocabulary.

## **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:**

- support children further to build on their communication and language skills.

## Setting details

<b>Unique reference number</b>	250650
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10218303
<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 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	2 October 2018

## Information about this early years setting

The childminder registered in 1998 and lives in Long Melford, Suffolk. She operates all year round from 7.30am to 5pm, Monday to Thursday, 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.
- The inspector looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The childminder explained her procedures for safeguarding 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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