

# Childminder report

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Inspection date:

15 February 2022

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is outstanding

Children are exceptionally secure, happy and confident. They thrive in this nurturing and homely setting. Children play harmoniously and have excellent relationships with their peers. Children, some of whom are only two years old, show exceptional independence skills. They know how to put away activities after they have finished playing with them. They competently put tissues in the bin after wiping their noses, and they get their coats and shoes ready to go outside. Children practise drinking from an open cup from a very young age. They learn how to handle cutlery safely as they cut up soft foods with a knife.

Children have particularly close attachments to the childminder and will seek her out if they need a reassuring cuddle. Children's behaviour is exemplary. They know and understand how to behave. They learn how to share and take turns and how to be kind to each other, because the childminder is a consistent and sensitive role model. Children's achievements are recognised and celebrated.

Children learn many new skills for the future through the excellent support they receive from the childminder. There is a positive focus on using songs and stories to support children's engagement and enjoyment of literacy and language. They love singing, breaking into a song about the weather, as it begins to rain outside. Children visit the library every week, where they choose their own books to take home. They show high levels of concentration as they sit on the childminder's lap and listen to stories. They seek out familiar characters, know to turn pages and confidently join in with familiar words, phrases and actions.

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

- Children take part in a rich range of activities that capture and sustain their interest. They use their imaginations in the role-play area, where they dress up as a chef and cut up their pizza. They make up their own stories, using small-world figures in the doll's house and pet shop. They count with confidence up to 20 and talk about number, recalling the number on the front door of the childminder's house. Children dig and scoop sand, discovering that damp sand, as opposed to dry sand, makes a better sandcastle.
- The experienced childminder knows the children in her care extremely well. She closely observes the children and makes precise assessments of their progress. She identifies and successfully targets any gaps in their learning. Activities build on what the children already know and can do. The childminder regularly shares planned next steps with parents, so they can continue their children's learning at home.
- Children, including those children who speak English as an additional language, receive excellent opportunities to hear spoken language and practise speaking.

Language threads through everything the childminder offers. Children hear new words as the childminder introduces vocabulary. She uses ongoing commentary and sensitively weaves in questions to help the children to think. She listens carefully, models language and supports pronunciation of words. Sign language and pictorial images are used effectively to support those children who are slower to speak to communicate their needs.

- The childminder plans and prepares nutritious meals and snacks which include plenty of fresh fruit and vegetables. Menus are adapted to meet children's individual dietary needs. Most children eat very well. On occasions when a child is reluctant to eat, the childminder works closely with the parents to find solutions to ensure that children remain well nourished.
- The childminder places a strong value on recognising the importance of diversity, including what makes children similar and different to others. Children spend time out and about in their local community. They socialise with larger groups of children at a weekly toddler group. They go on trips to the beach, which is a short walk away. Children visit the supermarket and garden centre, where they find out how to select and pay for items that they may need. They learn how to take plant cuttings and choose bulbs to plant in the spring. Later in the year, they plant, grow and harvest popular vegetables, such as tomatoes. Children learn to follow recipes as they bake and cook with the childminder.
- The childminder is sensitive to the potential effects of the COVID-19 pandemic. She recognises how children and families can be affected in different ways. When planning her curriculum, she makes sure that children take part in activities which they may not have experienced during the national restrictions. Parents hold the childminder in the highest regard. They use words such as 'outstanding' and 'exemplary' when describing the care and education that the childminder provides for their children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is highly committed to keeping children safe. She has an excellent understanding of how to protect children. She regularly attends child protection training to ensure that her knowledge is completely secure. She has a robust knowledge of the signs that may indicate a child is at risk of abuse or neglect. Policies and procedures are clear and contact information is readily to hand. The childminder knows the procedures to follow in the event of any concern about a child in her care.

## Setting details

<b>Unique reference number</b>	EY548515
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10174380
<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 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	0
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Felixstowe, Suffolk. She operates all year round from 7am to 6pm, Monday to Friday, except for family holidays. The childminder holds a recognised early years qualification.

## Information about this inspection

### Inspector

Dawn Pointer

### 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 childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this has on children's learning. The inspector and the childminder reflected on a learning experience for the children.
- The childminder shared a sample of documents with the inspector. This included evidence about training and the suitability of those living on the premises.
- The inspector took account of the views of parents from written feedback provided.

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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