

# Childminder report

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Inspection date: 17 February 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

Children make good progress in relation to their starting points. They are happy, eager to participate in activities and show a strong enthusiasm for learning. Children are vocal and keen to recall past experiences and talk about familiar themes, such as animals. Two-year-old children learn to say the names of familiar farm animals, practising these many times to help consolidate their knowledge. Children thoroughly enjoy playing outdoors in all weathers. They show care for living things as they help to feed the childminder's pet guinea pigs. Children adapt their behaviour well and follow instructions for handling the animals safely and respectfully.

Children benefit from rich opportunities to strengthen their social skills. They develop secure bonds with others and show that they feel a strong sense of belonging at the setting. Conversations flow well during activities, including mealtimes. Children confidently talk about their favourite fruits and those that they are less keen to eat. With gentle encouragement from the childminder, they choose to try some strawberries. They notice the seeds on the outside of the strawberries and set themselves the challenge of finding the seeds in the other fruits on their plates.

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

- The childminder plans a broad and interesting curriculum. Children's interests and preferred ways of learning are fully reflected in the activities and resources on offer. The childminder has a clear understanding of what she wants children to learn next. She places strong emphasis on making sure children of different ages are fully involved in activities and challenged in their learning.
- Children's language and communication skills are supported effectively. When children discover a small grub in the garden, the childminder asks questions skilfully and models new vocabulary. This helps to encourage children to express their thoughts and ideas about what the grub might grow into.
- The childminder provides meaningful opportunities for children to begin to learn about the wider world. She shows them photos of Aboriginal Australian people and helps them to make a traditional didgeridoo instrument. This helps to inspire early discussions about similarities and differences in their own and other's cultures.
- Children learn about numbers. For example, the childminder joins in with their play and encourages them to count the puzzle pieces. She uses positional language to describe the 'up' and 'down' movements of a bucket attached to a rope pulley. Children show that they understand these mathematical concepts when they describe the direction of different movements in other play situations.
- Children explore the safe, well organised and homely environment with

confidence and ease. The childminder encourages children to make independent choices in their play and to learn to do more tasks for themselves. For example, she supports two-year-old children to have a go at drinking from a cup without a lid for the first time. Their success is celebrated by all at the setting, as they proudly shout out that they 'did it'.

- Behaviour is positive. Children are kind and considerate to each other and learn to share toys and take turns. The childminder has high expectations of them and helps them to resolve minor conflicts by themselves. She is a good role model, listening carefully to each child and speaking kindly and encouraging them to do the same with each other.
- The childminder builds strong partnerships with parents. She provides daily updates about children's time at the setting, either in discussion or via a secure online message service. This helps to ensure parents know how the childminder is supporting their children's learning and how they can support this further at home.
- The childminder reflects on the quality of her setting and the opportunities she provides for children. She attends regular training and accesses research online to help keep her knowledge and skills up to date. The childminder is keen to continue to enhance the provision for children. For example, she recognises that there is scope to establish more purposeful links with other early years settings to help promote even stronger continuity in children's care and learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with the procedures of the local safeguarding partnership. She has a secure understanding of child protection issues and a thorough awareness of how to report concerns to protect children's welfare. The childminder is aware that many children spent increased time using online devices during the COVID-19 pandemic. In response to this, the childminder has completed relevant training to help her identify when a child may be at risk of exposure to unsafe online activities.

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

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

- strengthen partnership working with other early years providers to help ensure a shared and consistent approach to children's care and learning.

## Setting details

<b>Unique reference number</b>	EY465275
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10075504
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	20 January 2016

## Information about this early years setting

The childminder registered in 2013 and lives in Debenham, Suffolk. She operates from 8am to 6pm, on Monday and Thursday, during school term time. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sarah Clements

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact that this was having on children's learning.
- Children communicated with the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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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