

Childminder report

Inspection date: 8 March 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children benefit from spending time in the childminder's care. They are sociable and happily play with their peers. Even young children show an interest in one another's play. They make suggestions to invite their friends to join in with what they are doing. Children enjoy the interesting range of activities that the childminder provides. For example, they search for daffodils together and spot them growing when they go out for a walk. The childminder helps them to identify and learn the colours and talks about the spring flowers. When they return from their outing she provides children with paints and encourages them to make their own paintings of daffodils. They learn new language, such as 'petal', 'flower' and 'stem' as they study and talk about the daffodils with the childminder. Children develop their grip and mark-making skills as they confidently use the available resources.

Listening to stories, looking at books and sharing songs are a regular part of children's daily activities. They recite parts of songs that they know during their play. Children enjoy listening to the childminder read. They learn information about the various animals that they see in a book. When children think that a picture of a tiger is a lion, the childminder gently explains the differences between the two animals. This helps to build children's knowledge and understanding, and their vocabulary to develop.

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

- The childminder has worked hard to make improvements since her last inspection. She has made changes to how she supports children to encourage their positive behaviour. The childminder shares her clear expectations with children. She swiftly responds to their emerging needs. Consequently, children behave well. They play calmly and collaboratively and capably follow her instructions. Children respond well to the childminder's gentle encouragement and the praise that she gives them for their efforts.
- Children are active and engaged learners. The childminder provides them with daily opportunities to spend time outdoors. This includes time playing actively in her garden, trips to parks and walks within the local community.
- Children's confidence grows over time. The childminder recognises when children feel shy and gives them time, space and support to become more confident. She carefully involves them in play and encourages them to try new experiences. Children have ample opportunities to role play with various small-world toys. This helps their imagination to grow and fosters their ability to engage in shared play with their peers.
- The childminder reflects on her practice and makes some plans for continuous improvement. For example, she identifies the benefits of using an online system

to communicate with parents about children's learning and progress. She explains how she plans to re-introduce this to her practice. However, the childminder's plan to deepen her understanding of how children learn is less well-developed. Consequently, the childminder does not clearly identify how she can further improve the good curriculum and teaching that she offers children.

- The childminder offers children a balance of adult-led and child-led learning opportunities. This helps her to focus her teaching on what children need to learn next. However, when children want to take their learning in a different direction, the childminder does not respond flexibly to their ideas. For example, after children have painted their daffodils, they share their idea to paint pictures of people. The childminder does not help them to have a wider selection of resources to bring their ideas to fruition.
- Partnerships with parents are effective. The childminder shares her assessments of where children are in their development. She talks to parents about what they can do to help children continue their learning at home. Parents comment on the strong bonds that children have with the childminder. They report that their children love to spend time with the childminder. Parents are pleased with the skills that children gain throughout their time with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding. She has developed her understanding of the possible indicators of gender-based violence. Her safeguarding policy is in line with the procedures from the local safeguarding partners. The childminder knows who to contact if she has concerns about the safety and/or well-being of a child. She has completed extensive training in order to improve her knowledge, such as training about online safety for children. The childminder has plans in place to renew this knowledge regularly to ensure that her knowledge of current issues in safeguarding is always up to date.

What does the setting need to do to improve?

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

- respond flexibly to children's emerging interests and ideas during adult-led activities to exploit the opportunities to extend their learning
- develop a more comprehensive professional development plan to deepen knowledge and understanding of how children learn, to be able to make further improvements to the curriculum.

Setting details

Unique reference number	EY428471
Local authority	Suffolk
Inspection number	10213529
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	19 October 2021

Information about this early years setting

The childminder registered in 2011 and lives in Red Lodge on the outskirts of Bury St Edmunds in Suffolk. She operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds a relevant early years degree qualification.

Information about this inspection

Inspector

Kate Hipperson

Inspection activities

- 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 the curriculum for children to the inspector. The inspector viewed the areas used for childcare.
- 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 spoke with parents, read their online reviews and considered their views about the setting.

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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