

# Childminder report

---

Inspection date: 9 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

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

### **The provision is good**

Children are happy and settled in the childminder's home. They show that they feel safe and secure. They develop strong emotional bonds with the childminder and their friends. Once inside, children readily lead their own play and learning, independently choosing their own activities. For example, children find a toy ladybird and start to notice the similarities and differences between other insects. They compare and count the number of legs each has. Older children confidently tell younger children the different features of the bug, as they introduce new words such as the insect's antenna.

Children play well together and show a positive attitude during learning. They take turns and learn to share. For example, after the childminder reads a story about going to the dentist, children join in and share a range of resources that support children's growing understanding of the importance of good oral hygiene. The childminder talks to the children about different food groups and what foods should be eaten in moderation. She further enhances children's understanding of nutritious foods as they learn to grow potatoes in her garden. The childminder introduces words such as 'chitting' as she explains to the children how they will grow.

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

- Children are given good opportunities to build on their awareness of the wonders of nature in the world around them. They attend forest-school sessions in the local woods and learn how to care for birds as they choose to make some bird swings.
- The childminder focuses her curriculum around children's communication and language development. She ignites the children's love of books and reading through a large range of books. The childminder enthusiastically reads to the children and engages them in songs and rhymes. She brings stories to life by using props. For example, children enjoy threading different fruits onto a hungry caterpillar's long thread. They later independently read the story to themselves, retelling the tale.
- The childminder provides resources for children to make marks and be creative. In the garden, children use a variety of tools to create patterns using water. Inside, children have the opportunity to use percussion instruments to beat a rhythm when singing a song. They sing weather songs and learn to blow softly to represent the gentle breeze outside.
- Children's behaviour is good. The childminder is consistent in her approach to help children develop their understanding of her routines and boundaries. She reminds younger children to say please and thank you. This supports children to behave well. The childminder uses praise and encouragement to acknowledge

children's achievements, helping to boost their self-esteem.

- Children's development in mathematics is supported well. The childminder encourages children to practise counting and recognise different shapes. For example, she puts two shapes together and young children confidently tell her that it is a 'semi-circle'. The childminder builds on this further when the children make croissants. She encourages the children to identify the shapes they can see. They confidently tell her that their dough starts in the shape of a triangle. Children later tell the childminder that their cooked croissant looks like a 'penguin' shape.
- The childminder knows her children well. She uses her observations and assessments to plan a suitable range of activities to enable children to achieve the next steps in their learning. However, occasionally, younger children are not successfully challenged during activities. For example, when the children help to cut the baking paper to fit the trays, she overlooks the younger children having the opportunity to join in. This means that sometimes children's learning does not develop as much as possible.
- The childminder has built strong partnerships with parents. She exchanges information daily with parents about their children's learning and progress. The childminder sends photographs home electronically, during the day, to share their children's achievements. This communication successfully supports children's learning at home. Parents are confident that their children are safe and secure in the childminder's care.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to safeguard children and to protect their welfare. She confidently identifies the possible signs and symptoms that may indicate a child is at risk from abuse. The childminder has a clear understanding of how to respond appropriately to a concern. She regularly attends safeguarding training to help ensure her knowledge remains up to date. Children take part in regular fire drills, to help them to know what to do in the event of an emergency.

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

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

- review adult-focused activities to consistently support younger children's individual learning needs.

## Setting details

<b>Unique reference number</b>	251114
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10113117
<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 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	19 April 2016

## Information about this early years setting

The childminder was registered in 1986 and lives in Bury St. Edmunds, Suffolk. She operates all year round from 8am to 5pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Shelly McDougall

### 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to/communicated with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Discussions were held between the childminder and the inspector, to help establish the childminder's understanding of how to safeguard the children in her care.
- The inspector took account of the views of parents and other providers spoken to on the day, and their written feedback.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022