

Childminder report

Inspection date: 15 March 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children take part in activities indoors and outside. They enjoy a varied range of purposeful learning opportunities that consolidate and build on what they already know. Children show an eagerness to learn and respond positively to the childminder's comments and questions. Their communication skills are developing well. Children independently choose from toys and resources that are stored so that they are accessible. More-confident children readily show the inspector the role-play kitchen. They describe what each part of the kitchen is for and open cupboard doors to show the contents.

Children feel safe and settled. They enjoy their time in the childminder's welcoming setting. Children develop close emotional attachments to the childminder and seek her out for reassurance when they are uncertain. The childminder engages in the children's play and also knows when to sit back and allow children to play uninterrupted. Children play happily together and behave well. The childminder takes them on regular outings into the local community. Children learn about the wider world and develop confidence in social situations, such as local toddler groups. Children are becoming independent in self-care skills, which supports them to be ready for the next stage of their learning, such as starting school.

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

- The childminder knows the children well. She finds out about their starting points through talking to parents and through her own observations. The childminder knows where children are in their learning and what she needs to do support their progress.
- The childminder plans an interesting range of activities indoors to cover all areas of learning. However, she does not give the same attention to planning for outdoor learning. The childminder recognises the need to develop her outdoor provision to ensure that children can access all areas of learning, particularly mathematics.
- Children make good progress from their starting points. The childminder provides activities in a sequential way to build on what children know and can do. She adapts activities well to enable children to participate at their own level. For example, when doing a 'treasure hunt' with children, older children are asked to find 10 specific items, while younger ones are asked to find items by colour. The childminder recognises when children tire of an activity and readily moves on to something else.
- The childminder knows about children's home lives and talks to them about their families, which enhances their sense of belonging. She successfully provides experiences and opportunities for children to acquire the essential knowledge that they need to prepare them for their future success in life.

- The childminder listens to what children have to say and responds positively to them. She engages with children, modelling conversation and introducing new vocabulary. Children are encouraged to repeat words back to the childminder and become confident communicators.
- The childminder sets clear, age-appropriate boundaries for the children and gently reminds them of these throughout the day. Children develop good manners and learn to negotiate the use of toys and resources. They respond positively to the childminder's high expectations.
- Parents report that communication with the childminder is very good. She keeps them fully informed about their children's day and learning through daily chats and written records. Parents describe the childminder as 'amazing' and state that she treats their children with kindness and care. They are grateful for the childminder's flexible and reliable service.
- The childminder has initiated contact with others who provide care and learning for the children. However, she has not persevered in her efforts to build partnerships, to promote an effective two-way flow of information and ensure that information is quickly shared.
- The childminder reflects on her practice and takes steps to improve the quality of her provision. For example, following advice from the local authority, she has revised how she stores her toys and resources. Children are now able to access them for themselves, which promotes their independence and sense of belonging effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of child protection up to date and completes online safeguarding training. She has updated her policies and procedures to reflect changes to the local safeguarding partnership. The childminder has a secure knowledge of the indicators of abuse and knows how to report concerns. She is aware of her responsibility to recognise and support families who may be vulnerable to extreme behaviours and views.

What does the setting need to do to improve?

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

- focus more closely on supporting the early mathematical skills of children who prefer to learn in the outdoor environment
- persevere with efforts to establish effective partnerships with others who provide care and learning for the children.

Setting details

Unique reference number	EY255755
Local authority	Suffolk
Inspection number	10073183
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 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	3 May 2016

Information about this early years setting

The childminder registered in 2003 and lives in Lakenheath, Suffolk. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jacqui Mason

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 and the childminder held a discussion to understand how the early years curriculum is organised.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed an activity and jointly evaluated this with the childminder.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the setting through written testimonials.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022