

Childminder report

Inspection date: 17 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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Personal development	Good
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Leadership and management	Good
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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 are delighted to see their friends as they arrive at the childminder's home. They give each other an affectionate hug and say goodbye to their parents at the door. Children make choices about what they want to do and enjoy taking part in planned activities that build on their knowledge and skills over time. For example, when children show an interest in birds in their gardens at their home, they build on this interest as they thread cereal onto strings to make bird feeders.

The childminder develops children's understanding of different languages spoken around the world, as she teaches children to say 'hello' in different languages, such as French, and Chinese. They confidently join in together as they sing and dance to the song 'Frere Jacques' in French. This helps children to develop an awareness of people, families, and communities beyond their own.

Children establish close attachments with the childminder and behave exceptionally well. The childminder is kind, gentle, and an excellent role model for the children. Children build strong friendships with the other children that attend and play cooperatively together. For example, they share the baby doll in the garden and take turns to push the pram around.

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

- The childminder uses the children's interests to plan meaningful learning opportunities, that stimulate their thinking. For example, when children show an interest in insects, she creates a focused activity that encourages children to use magnifying glasses to examine their differences. Children confidently talk about how the insects look bigger and smaller when using them. They enjoy comparing the number of legs between spiders and other insects. This helps children to start to explore mathematical ideas. Other children demonstrate their knowledge as they tell the childminder all about a bird-eating spider. They use reference books to show her the spiders and learn new facts.
- The childminder plans opportunities for children to use counting and numbers in their play. Children throw bean bags into the hoop then go on a number hunt around the garden to find the corresponding numbers. They delight as they run around finding them. At times, the childminder does not always adapt her teaching to provide most-able children to be challenged further.
- Children's language is supported well. The childminder knows how important it is to promote children's communication and language skills. She continually talks to the children as they play, gently repeating words back to correct their pronunciation. She values what the children have to say and gives enough time for them to think and respond to questions. As a result, children speak clearly and their growing vocabulary and understanding are developed during

discussions.

- The childminder forms friendly and trusting partnerships with parents. Parents speak of the very good progress their children have made and how well prepared they are for their future learning. The childminder supports children's learning and development at home. For example, she sends pictures of the activities they take part in during the day. Furthermore, she sends home monthly newsletters to keep parents informed of what their children will be doing in her setting and ideas for how they can support their children's learning further.
- Children enjoy regular time exploring outside. The childminder encourages children to be independent as they put on their own coats and shoes. In the garden, children have plentiful opportunities to continue their learning, as they explore the resources on offer. Children confidently access the toys and resources independently and make choices about what to do. For example, they bounce around on space hoppers and play in the outdoor kitchen. The childminder regularly takes the children to the local library and plans 'play dates' with other childminders and their children. This provides children the opportunity to build on their social skills. The childminder plans to further enhance the outside opportunities for children, as she intends to complete additional training to support this area.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to safeguard children and to protect their welfare. She knows the signs to look out for that may indicate a child is at risk of harm. The childminder understands the procedures to follow if she has a concern about a child's welfare or an allegation is made against a member of her household. She completes regular training to keep her knowledge of safeguarding up to date. This includes her understanding of wider safeguarding concerns, such as female genital mutilation.

What does the setting need to do to improve?

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

- adapt teaching and activities to challenge and extend most-able children's learning even further.

Setting details

Unique reference number	EY453148
Local authority	Suffolk
Inspection number	10075279
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	14 July 2016

Information about this early years setting

The childminder was registered in 2012 and lives in Ipswich, Suffolk. She operates from 8am to 6pm on Monday to Friday, all year round, except for bank holidays and family holidays. The childminder provides funded early years 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 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 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.

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