

Childminder report

Inspection date: 30 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and comfortable in their surroundings. They show that they have formed secure attachments to the childminder and her assistant and feel safe in their care. Children develop their confidence and make decisions about what they want to do. They access and investigate age-appropriate toys and resources. Children understand what will happen when they press buttons on cause-and-effect toys. They use their imagination as they use a teapot and jug to pour pretend drinks, which they then offer to the childminder and her assistant. Children enjoy looking at their favourite books and are keen to listen to stories read by the childminder and her assistant. They concentrate as they look at the pictures, open flaps and turn the pages.

Children know that it is positive to share toys and be kind to others. With support from the childminder, they learn to take turns. Children happily follow instructions and help with tasks, such as joining in with the childminder and her assistant to tidy toys away before lunchtime. They respond well to the consistent praise they receive for their efforts and achievements. This helps to build good levels of self-esteem and ensure children's emotional well-being.

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

- The childminder recognises that some children who have been at home during the COVID-19 restrictions may need extra support to settle. She works closely with parents to meet children's individual needs. The childminder builds caring relationships with children. She notices when they need a cuddle for reassurance or when they are becoming tired, and responds promptly to their needs.
- Since the restrictions from the pandemic have eased, the childminder has introduced children to new environments, such as soft-play centres and local groups, where they meet with other childminders and their children. Children are regaining their confidence in new situations. They have opportunities to develop their physical and social skills in the community.
- The childminder gets to know the children well. She notices what they are interested in and what they like to do, and uses these interests to help children learn through play. The childminder has a good understanding of what children can already do and what they need to learn next. She reflects on the activities she provides to identify ongoing improvements. All children, including those who receive funded education, are developing skills they need for their future learning.
- Children are familiar with daily routines and know what is expected, for example when it is time to wipe and sanitise their hands before eating. The childminder and her assistant manage younger children's personal care needs effectively. They change children's nappies and promptly wipe their noses when needed.

- The childminder responds well to young children as they begin to use words and form simple sentences. She talks to children as they play and names objects to help them learn new vocabulary. However, there are times when the childminder does not use the most effective questioning techniques to support children's thinking and problem-solving skills.
- The childminder carries out regular checks to ensure that all areas used by children access are safe and suitable. She maintains a safe environment and supervises children well.
- The childminder builds good relationships with parents. She uses electronic messaging and daily photographs to let them know how children have settled that day and what they have been doing. Parents are very pleased with the care the childminder provides for their children. They are extremely complimentary and state that they recommend the childminder to others.
- The childminder works closely with her assistant and provides ongoing guidance. However, she does not consistently evaluate her assistant's performance to enhance specific skills and raise the quality of teaching further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs that may indicate a child is at risk of harm or abuse. She understands her duty to protect children, including the action she must take to report concerns about children's welfare to the relevant agencies. The childminder and her assistant complete child protection training to refresh their safeguarding knowledge. They understand wider safeguarding issues that may impact on children.

What does the setting need to do to improve?

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

- allow children opportunities to think more deeply and develop their problem-solving skills
- extend the arrangements to monitor the performance of assistants, to help identify individual areas for improvement and raise the quality of interactions even higher.

Setting details

Unique reference number	EY406264
Local authority	Suffolk
Inspection number	10232775
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	1 to 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	4 July 2019

Information about this early years setting

The childminder registered in 2010 and lives in Ipswich, Suffolk. The provision operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. Extended hours are available on request. The childminder regularly works with an assistant. Funded early education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspector
Karen Harris

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 childminder showed the inspector around the premises and discussed how she ensures they are safe and suitable. They discussed how the early years provision and curriculum are organised.
- The inspector observed the interactions between the childminder, an assistant and children.
- The childminder and the inspector jointly observed and evaluated a spontaneous activity.
- Children and an assistant spoke to the inspector at appropriate times throughout the inspection.
- A parent shared their views with the inspector in discussion, and the inspector took these into account.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons living and working in the household.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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