

Childminder report

Inspection date: 8 April 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder and her assistant show care, respect and affection to all children. They provide a safe and nurturing environment where children make strong emotional attachments. The childminder and her assistant demonstrate a sensitive and playful manner, which helps children settle quickly. Older children seek out the childminder to show her what they have painted. Younger children select books for the childminder to read. The childminder and her assistant are very attentive to the needs of all children. They are quick to notice when young children seem tired and when older children need to visit the toilet. They offer praise to children and tell them how 'clever' they are. This results in high levels of self-esteem and confidence across all ages.

The childminder provides a range of opportunities to enhance children's physical development in her spacious garden. The wooden playhouse enables children to play outside in all weathers. The childminder and her assistant's enthusiasm encourages children to join in and be active. Children run around, throw balls and push prams. They push themselves along on ride-on toys and build towers out of foam bricks. Younger children become engrossed in painting with bubble mixtures onto a perspex screen. Older children dress up as mechanics and use pretend screwdrivers to 'fix' cars.

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

- The childminder and her assistant place a strong focus on promoting children's communication and language skills. They have worked hard following the COVID-19 pandemic restrictions to identify and address the impact that these have had on young children's speech and language. They speak clearly to the children and model correct language through careful questioning and narrating what the children are doing. Children, including those with limited speech, are encouraged to express their thoughts and opinions. The childminder sensitively interprets gestures from younger children. This prevents children getting frustrated as they know they are listened to.
- The childminder and her assistant have a good knowledge of how to promote positive behaviour. They are excellent role models and praise children when they are polite and helpful. This results in children wanting to help each other and join in with tidying routines. For example, children find sweeping brushes to sweep rice off the floor after a sensory activity.
- The childminder and her assistant provide support and encouragement to help children become independent learners during their free play. Older children are asked to find their own coat peg and to 'have a go' at finding rabbit figures hidden in the Easter tray. Younger children are supported with walking and climbing steps by encouraging them to use carefully positioned furniture.

- The childminder and her assistant are skilful at assessing when to intervene in children's play and learning. They give children space and time to work things out for themselves but offer words of encouragement to ensure the children know they are close by. This means that children show perseverance and the ability to problem-solve. For instance, older children realise their play dough is stuck in a mould and they figure out that thin paintbrushes are the best tool to use.
- Feedback from parents is very positive. Parents 'highly recommend' the childminder and her assistant and praise them for doing 'a fantastic job week in week out'. They comment that their children are very happy and have 'come on in leaps and bounds'. Parents are pleased with the level of communication they receive from the childminder. They appreciate and value the service and support the childminder offers.
- The childminder ensures that children can make independent choices about their play. However, some of the activities the childminder plans lack ambition and the capacity to challenge children's learning. This means that the intent behind the activity is often not achieved as children finish activities quickly and move on to something else.
- The childminder ensures that her assistant receives regular support meetings where she can seek advice and discuss any concerns. The childminder actively promotes the well-being of her assistant.

Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe and are treated with respect and kindness. The childminder and her assistant have a clear, shared understanding of safety. They are observant and take action where necessary. They both have an excellent understanding of how to report and monitor any concerns, and keep up to date with safeguarding training. The childminder recognises the importance of monitoring children's attendance and she demonstrates the capacity to challenge parents if she has a concern.

What does the setting need to do to improve?

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

- consider the level of challenge provided in activities so that every opportunity is used to extend children's learning.

Setting details

Unique reference number	251157
Local authority	Suffolk
Inspection number	10113118
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 11
Total number of places	23
Number of children on roll	23
Date of previous inspection	10 February 2016

Information about this early years setting

The childminder registered in 1996 and lives in Ipswich. She operates all year round, except bank holidays and family holidays. Sessions are from 7.30am to 6pm on Mondays, Wednesdays, Thursdays and Fridays, and from 7.30pm to 5.30pm on Tuesdays. The childminder holds a childcare qualification at level 3. She works her daughter as her assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Oakden

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 and the inspector had a learning walk together and discussed how the curriculum is organised.
- Children spoke to the inspector about the activities they were doing.
- The inspector and the childminder carried out a joint evaluation of an activity.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the inspection.
- A number of parents provided written feedback, and the inspector took account of their views.
- The inspector looked at relevant documentation.

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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