

Childminder report

Inspection date: 28 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	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive eagerly at the childminder's house and they happily separate from their parents. They peg their photo onto a registration board and confidently go off to explore. The childminder is caring and she interacts with children warmly. Children show that they feel safe and secure. For example, older children ask the childminder to join in with their games. Younger children climb onto her lap to share books and reach to hold her hand when playing outside.

Children are well prepared for their next stages of learning as the childminder builds on what children already know and can do. Resources are accessible, which allows children to make choices in their play and learning. Older children imagine a cardboard box is a boat and they fill it with things they may need for their 'journey'. Younger children feed toy babies with bottles. In her planning, the childminder creates opportunities for children to foster a sense of awe and wonder about the world. Children are encouraged to ask questions about a snail they see and think about where it might live. In the allotment area, children grow their own sunflowers, tomatoes and potatoes. Children explain that plants need water and 'good soil'.

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

- The childminder supports children to become independent in their self-care. Children sing songs when washing their hands and are eager to put on their own coats and wellies, and manage zips. Children enjoy helping the childminder to carry out tasks. For example, they carry chairs and set the table for snack time. This supports their understanding of routines and helps to prepare them for school.
- The childminder supports children to have resilience. If children become unable to do something, the childminder gently encourages them to try a different approach. For example, when fitting shapes into a shape sorter, the childminder says 'turn it the other way around' and 'remember what you did last time'. This helps children to have successes and feel proud of their achievements.
- The childminder ensures children have opportunities for physical play in her garden, which has a positive impact upon their mental health and well-being. Children ask to go outside and they chat about what they would like to play with. Children happily run around and play on the see-saw and slide. The childminder also makes regular use of the field opposite her house, where she takes the children on nature walks.
- The childminder supports children to develop their early mathematical and literacy skills. She encourages children to learn new vocabulary during story and singing sessions. Young children learn new words when reading a book and use these later in their own play. Older children look at print written on signs in the

'mud pie kitchen' and recognise familiar letters. The childminder models simple counting when chopping up apple slices at snack time. Children are keen to see how many there are and they confidently count past the number 10.

- Parents speak extremely fondly of the childminder and say she is 'like family'. They comment that their child has made 'brilliant progress' and love the range of fun activities she provides. Parents say that they are 'completely happy'. The childminder works hard to maintain a regular two-way flow of information about children's progress, care and well-being. She proactively works with other professionals, including those at other settings the children attend.
- The childminder is kind and caring and she consistently models respectful behaviour and encourages children to share. That said, children are not always supported to develop an understanding of how their behaviour impacts on others. For instance, older children deliberately stop younger children from using the slide. This has a negative impact upon their well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder delivers safeguarding training for the local authority and she demonstrates excellent knowledge of safeguarding and child protection. This includes knowing whom to contact to seek advice from and how to make a referral. She understands the need to take prompt action to protect children from harm. She completes risk assessments to ensure her home is safe. This includes practices she has in place to minimise the risk of COVID-19, such as thorough cleaning and handwashing routines. Children learn how to manage risks and keep themselves safe. For instance, when playing in the outdoor kitchen, children find a cracked jug and explain it needs to go in the bin.

What does the setting need to do to improve?

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

- support children to develop a better understanding of how their behaviour may have an impact on others.

Setting details

Unique reference number	250809
Local authority	Suffolk
Inspection number	10066140
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 4
Total number of places	8
Number of children on roll	8
Date of previous inspection	15 September 2015

Information about this early years setting

The childminder registered in 1990 and lives in Ringshall, near Stowmarket. The childminder operates all year round from 8.30am until 4.30pm on Mondays, Wednesdays and Thursdays, except for bank holidays and family holidays. She holds early years teacher status and 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 childminder.
- The childminder spoke to the inspector about her intention for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the quality of education being provided.
- The inspector observed children's learning inside and outside and interacted with the children at appropriate times.
- Some parents shared their views with the inspector and the inspector read written feedback from others.
- The childminder provided the inspector with a sample of key documents on request.

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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