

Childminder report

Inspection date: 3 May 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 settled in the care of this friendly and welcoming childminder. They develop secure emotional bonds to her, enjoying her cuddles and seeking her out for reassurance. Children look around for the childminder when she goes out of their sight. They enjoy her attention and interaction in their play. For example, when playing with jelly, the childminder sits opposite children, encouraging them to explore the texture of the jelly and find the items that she has hidden inside it. She demonstrates how to manipulate the jelly and provides additional resources, such as spoons, to further children's coordination and the development of the muscles in their hands.

Children are motivated to play and learn. They readily choose what they want to play with from the varied range of activities available to them, both indoors and outside. Babies enjoy exploring the electronic baby toys, making babbling noises and smiling as they make the toys work. The childminder actively supports children's developing communication and language skills. She provides a running commentary about what children are doing and responds positively to the babbles and gestures of babies. The childminder continues with babies' established routines, actively supporting their sense of belonging.

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

- The childminder has a secure understanding of the age group she is working with. She is fully aware of where each child is in their learning and considers the individual learning needs of each child when planning for their next steps. Children make good progress. They develop the key skills needed to be ready for the next stage in their learning.
- The childminder plans and provides activities that build on what children already know and can do. For example, she provides activities to support younger children's developing awareness of how to use a spoon, so that they can learn to feed themselves. However, at mealtimes she does not routinely give children opportunity to practise what they have been learning. She gives them a spoon to hold but does not place the bowl close enough for them to be able to have a go for themselves.
- The childminder is led by what children want to do. She responds well to their changing interests and readily moves on to something else when she notices children tiring of an activity. She introduces mathematical concepts, such as numbers, but does not routinely help children to learn what numbers are. For example, she introduces the number 10, but does not think to count with children, so that the number is heard in context.
- Children are learning about the wider world. The childminder gives them daily opportunities for fresh air and exercise. Children are taken on outings into the

local community, such as walks and visits to the local park. They develop their physical skills and enjoy being outdoors.

- The childminder is a good role model. She is calm and gentle and treats children with positive regard. The childminder effectively builds children's self-esteem, giving meaningful praise for their individual efforts. She sets clear, age-appropriate boundaries for the children.
- The childminder supports children effectively as they move from home to her provision. She tailors her settling-in procedures to the individual needs of each child and their family, helping children to feel secure in her care.
- The childminder helps children to learn about the importance of good hygiene practices, relevant to their age and stage of development. She is respectful when carrying out intimate care, such as when she is changing nappies, to give children privacy.
- The childminder demonstrates strong partnerships with parents. She keeps them fully informed about their children's day and learning and sends regular photos, to reassure parents about what their children are doing.
- The childminder has addressed the recommendations from her last inspection. She now gives children time to think and explore. The childminder completes relevant training to further develop her skills and knowledge. She is committed to continuously improving the quality of care and learning experiences she provides for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities regarding child protection. She has a good awareness of the indicators of abuse and knows how to report concerns. The childminder has completed training in child protection to ensure that she is aware of local procedures and any changes in legislation. She is aware of the importance of being alert to issues or concerns in a child's life at home. The childminder understands the need to identify any children who may be at risk of harm from extreme behaviours and views and knows how to manage concerns.

What does the setting need to do to improve?

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

- provide children with opportunities to practise using the skills they learn through play in their everyday, routine activities
- make the most of opportunities to build on children's awareness of numbers and counting.

Setting details

Unique reference number	EY277870
Local authority	Suffolk
Inspection number	10073329
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	0 to 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	13 January 2016

Information about this early years setting

The childminder registered in 2004 and lives in Great Cornard, Sudbury. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4.

Information about this inspection

Inspector

Jacqui Mason

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 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 outside and assessed the impact this had 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.

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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