

# Childminder report

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Inspection date: 28 April 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

Children thrive and have fun during their time with the well-qualified childminder and her assistant. They develop their love for learning. Children spend their time playing indoors and outdoors in the childminder's garden, where she has created a purposeful play space in a cabin. This enables children easy access to a dedicated area of the garden. Children confidently explore their own ideas. For example, they mix water with coloured rice and experiment with it. Children become engrossed in their play, for example when painting big pictures.

Children enjoy listening to stories, particularly those about wildlife. They confidently recall parts of the stories and rhymes that they know. Children develop a deep understanding of nature as the childminder teaches them about birds and insects. They confidently match toy insects to pictures that the childminder has provided. Children try to find worms and plan to make a wormery to observe more closely what worms do. They develop their confidence and sense of community when the childminder takes them on outings in the local area.

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

- Children benefit from kind, supportive care. They busily occupy themselves, following their own fascinations, and join in with activities that the childminder and her assistant provide.
- The childminder establishes strong working relationships with parents. She shares her accurate assessments of where children are in their learning. The childminder suggests ways for parents to support children's learning at home. Parents say that the childminder goes above and beyond what they expect to give their children interesting and enjoyable experiences. They say that the childminder helps children to celebrate and learn about each other's individual cultures and backgrounds.
- The childminder is mindful of the experiences that children have missed out on during the COVID-19 pandemic. She takes children out on visits, including to an outdoor learning playgroup, to help them socialise with others.
- Children make good progress in all areas of their learning. The childminder and her assistant know them and their individual interests well. If children's development in any area of learning is not as expected, the childminder works with parents and other professionals. This helps to ensure that children get any extra support needed.
- The childminder promotes healthy diets and lifestyles. She encourages children to try new fruits and vegetables. Children are physically active for most of their day. For example, they enjoy dancing to songs and rhymes.
- Children develop strong independence skills. They competently use the bathroom in the garden cabin. The childminder respectfully asks younger

children if she can help them with their personal care and encourages their involvement.

- Older children develop their physical skills as they cut up their own snack under the childminder's close supervision and guidance. Babies and young children practise moving in the well-organised play spaces.
- Children behave well. The positive support and encouragement from the adults helps them to feel pride in their achievements. Children confidently talk about their likes and dislikes. The childminder and her assistant give children specific praise for their achievements.
- The childminder supports her assistant to develop new skills, for example by completing various professional development courses. She shares her knowledge and expertise with her assistant, and this helps to achieve continuous improvements to teaching. However, the curriculum does not currently give children enough opportunities to learn about stereotyping and equality. This may limit children's view of themselves and of others.
- The childminder and her assistant talk to children during their play. They introduce new words and language to them. The childminder is particularly skilled with older children. However, sometimes, she and her assistant do not make the most of opportunities to engage younger children in conversation or interactions, such as at mealtimes.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that children's safety is maintained. She supervises her new assistant closely while Ofsted's suitability checking process is under way. The childminder regularly refreshes her knowledge of how to safeguard children. For example, she has deepened her understanding of the effects that domestic violence can have on children and how to spot possible indicators of it. She confidently explains what action she would take if a concern arose about a child's safety or well-being. The childminder has trained her assistant and ensures that she understands the safeguarding policy.

## What does the setting need to do to improve?

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

- develop a deeper understanding of gender stereotyping to help enhance the curriculum further
- monitor practice more closely to ensure that younger children consistently receive good-quality interactions and engagement, particularly at routine parts of the day such as mealtimes.

## Setting details

<b>Unique reference number</b>	EY481984
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10238255
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 9
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	5 September 2016

## Information about this early years setting

The childminder registered in 2014 and lives in Bungay, Suffolk. She operates all year round, from 7.15am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kate Hipperson

### 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 provision.
- The childminder explained the curriculum for children to the inspector. The inspector viewed the areas used for childcare.
- The inspector reviewed essential documentation, including the childminder's paediatric first-aid certificate.
- The childminder and the inspector carried out a joint observation of an educational activity and evaluated the children's learning.
- The inspector read written feedback from parents and considered their views about the setting.

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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