

# Childminder report

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Inspection date: 20 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle quickly in the childminder's home-from-home environment. They form secure attachments to her and feel safe in her care. Children are confident to express their needs. For example, children confidently ask to go on an outing to the park which the childminder readily embraces. Children develop high levels of independence. They learn to put on their own coats and shoes. Children help to tidy up toys, carefully putting them away in their correct places. Children know exactly what is expected of them. The childminder sets clear and age-appropriate boundaries. She is calm and relaxed in her approach. Consequently, children are very well behaved, carefully listen to instructions and develop a strong sense of self-esteem and pride in their achievements.

All children acquire good language skills, including those who speak English as an additional language. The childminder speaks slowly and clearly. She adds new words to their vocabulary during all activities. Children enjoy persevering to repeat the words the childminder says, such as 'dinosaur'. Children develop a love of books. They choose toy animals to match the characters in the books. Children giggle and laugh excitedly when the childminder makes the animals noises and pretends to tickle them with the toy animals. Children fill in the missing words and anticipate what will happen next.

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

- The childminder has made great progress since her last inspection. She has worked hard to address weaknesses in her practice. The childminder has completed training and taken on board advice from other agencies. She now has an improved understanding of child development and how she can support children's learning effectively.
- Children who speak English as an additional language are supported very well. The childminder uses her knowledge of children's home languages to incorporate them into activities alongside English. She also works closely with parents to assess the children in their home languages so she can be aware of any emerging gaps. Children are acquiring the language and communication skills they need for the next stage in their learning, including starting pre-school.
- The childminder has a good understanding of how children learn. She provides a fun, engaging curriculum that inspires children to discover new things and be inquisitive about the world around them. Children are excited to have a go at things and persevere with tasks until they succeed. As a result, all children make good progress.
- The childminder provides a well-resourced, stimulating environment indoors and outside. Children enjoy activities, such as pouring and filling water, scooping sand, manipulating play dough, picking up objects with plastic tweezers and

cleaning toy dinosaurs with toothbrushes. Children are thoroughly engaged in the learning environment. They confidently lead their own learning.

- Partnerships with parents are successful. The childminder provides them with detailed feedback on their children's progress. She advises parents on how they can support their children's development. Parents share children's achievements at home. The childminder uses this to further tailor her curriculum to children's individual needs.
- Children have a variety of opportunities for fresh air and physical exercise. They visit the local parks daily and develop their large-muscle skills, such as learning to climb up stairs and use the slides. Children learn to balance and run.
- Children acquire exciting imaginations. They create tea parties for dolls and teddies. With the childminder's help, they decide what food and drink they will need. The childminder incorporates learning opportunities well into activities. For example, she helps children determine how many cups and plates they will need for the dolls at their tea party.
- The childminder engages children in positive interactions and asks them questions to support their understanding and communication skills. However, she sometimes speaks too quickly and does not allow time for children to respond to her questions.
- The childminder's quality of teaching is good. However, her programme of professional development is not precise enough to raise teaching practice to higher levels.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She can identify the possible symptoms of abuse and understands the action to take if she has a concern. The childminder knows when and how to report any concerns raised about her practice. She is also aware of wider safeguarding issues, such as families being drawn into radical views and behaviours. Children learn how to keep themselves and others safe. For example, they learn to wait until the child in front of them has moved before using the slide at the park.

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

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

- help children to develop their thinking skills further by allowing them time to respond to questions
- enhance professional development opportunities to strengthen existing practice and raise the quality of teaching to higher levels.

## Setting details

<b>Unique reference number</b>	EY558084
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10202055
<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>	2 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	23 June 2021

## Information about this early years setting

The childminder registered in May 2018 and lives in Ipswich, Suffolk. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Daniella Adams

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and manager and has taken that into account in their evaluation of the provider.
- The childminder joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector carried out a joint observation of an activity.
- Children spoke to the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder and other household members.

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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