

Childminder report

Inspection date: 29 June 2022

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| 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 move around the home with comfort and ease. They independently explore and access the resources available to them and readily approach the childminder, who warmly interacts with them. The childminder engages in conversation with children throughout the day. She encourages them to explore their surroundings and talks about what they are doing. Children are happy and settled. They enjoy good relationships with the childminder, who knows and supports children well. For example, the childminder stays close to new children and explains what she is doing. She gives them a secure base to explore from. This means children settle well and feel emotionally secure and ready to learn.

Children play collaboratively. For instance, they engage in washing animals together in the water. Children understand what is expected of them and behave well. They follow instructions with ease. For example, children are eager and happy to maintain a clean and clear play space. Children place toys away when asked and are happy to join in tidying up. Children have lots of opportunities to explore the local community through trips to the park, beach and local toddler groups. Children feel part of their local community. Regular access to local groups supports development of their social skills.

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

- Children are consistently encouraged to be independent throughout the session. For example, they independently wash their hands before snack time. They self-select from a wide range of healthy snack options and they independently chop their banana and strawberries before eating. Children learn about healthy eating as the childminder uses snack time as an opportunity to engage children in conversation about different types of food and making healthy choices.
- The childminder monitors children's development through observations and activities. She identifies gaps in children's learning. However, strategies to best support children's communication and language development are not consistently implemented for all children, to further extend this aspect of their learning.
- Children have lots of opportunities to be active and build on their physical skills. For example they access the outside area frequently. They use bicycles, ride-on toys and slides, alongside frequent visits to local parks to further extend these physical skills. However, there are too few opportunities and resources available for the youngest children to access independently outside.
- Children benefit from resources to build on their coordination and mathematical skills. For example, children have access to a water tray to pour, empty and measure.
- The childminder sings songs, and reads books with children. This helps children

develop a love of reading and make progress in their language skills. She further supports literacy by providing spaces to access books independently, such as an outside book tent.

- Children have plenty of opportunities to learn about the world around them. They discuss the different bugs they find in the garden and visit local playgrounds and beaches to extend this further.
- Children regularly attend local playgroups. This gives them opportunities to extend their social skills with larger groups of their peers.
- Parents are happy with the care and learning opportunities the childminder provides for their children. They receive updates on what their children are learning, and their development. This helps them to continue children's learning at home.
- Overall, the childminder manages her setting effectively. She identifies and makes changes to her practice that help to improve children's care and learning. The childminder completes mandatory training. However, she has not considered how to target her professional development to further improve her already good knowledge, skills and learning outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good awareness of safeguarding and child protection issues. She understands what to do to report concerns, and identifies signs or symptoms of abuse. The childminder has good knowledge of a range of safeguarding issues, such as county lines. She is aware of the correct procedures to report allegations made against herself and knows when and what to notify Ofsted of.

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 knowledge of strategies to support children's early communication skills
- identify specific professional development opportunities to take the quality of practice and outcomes for children to the next level
- develop the quality of outdoor provision for the very youngest children, so that they benefit from as rich learning opportunities as older children.

Setting details

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| Unique reference number | EY480260 |
| Local authority | Suffolk |
| Inspection number | 10231906 |
| 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 4 |
| Total number of places | 6 |
| Number of children on roll | 11 |
| Date of previous inspection | 19 September 2016 |

Information about this early years setting

The childminder registered in 2014 and lives in Norfolk. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzie Squirrell-Hughes

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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation 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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