

Childminder report

Inspection date: 4 July 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 visibly happy in the childminder's care. They treat the childminder's home like their own, accessing resources and choosing whether to be inside or in the garden. Children have a sense of belonging as they register their name on the tree in the entrance and know where their things belong. They have a great relationship with the childminder, seeking her support and going to her for cuddles. The childminder encourages children's independence. They put on their own shoes and make choices about how they spend their day. Children are curious and like to explore. Babies enjoy crawling around investigating the different resources. Older children really engage and focus. Children demonstrate their concentration as they spend a long time lining up bamboo sticks to make a track for cars. They proudly show the childminder their creation and are thrilled with their achievement.

Older children model play for younger children, which helps them to extend their games. They are very caring towards the babies and stroke their heads affectionately. The childminder shows genuine interest in their views and opinions and acts upon the children's requests. The childminder knows the children so well and she understands and responds quickly. Children are developing an understanding of how to take care of themselves. They enjoy a healthy home-cooked meal and brush their teeth. They know the routines of the day and understand the childminder's high expectations. For example, children wait and ask to leave the table when they finish their food.

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

- The childminder is dedicated and puts children at the heart of what she does. She thoughtfully considers the resources she offers and where she sets them up. For example, children thoroughly enjoy playing with the toy kitchen under the stairs as it creates a small cosy space for their role play.
- The childminder pays close attention to what children can do, and what they need to develop next. She keeps a written note of the focus areas for each child. Activities and resources are targeted, so that children continue to develop their learning. However, the childminder's expectations can at times be too high. Some of the activities focus on areas of the curriculum that children are not yet ready for.
- The childminder is passionate about books and uses them well to help develop children's love of stories. The childminder recognises the importance of storytelling in language development. She is keen to involve parents. Children regularly take books home to share with their family.
- The childminder builds a theme around a book. Selected books have resources to accompany them to help bring them to life and add meaning. For example, while looking at a story about a hungry caterpillar, children line up the different

fruits the caterpillar eats. Children recount how the caterpillar changes into a butterfly, showing an understanding of the life cycle.

- The childminder understands how children's speech develops and is a great role model as she pronounces her words well. She mimics younger children's babbles and they learn that sounds have a meaning. She extends children's vocabulary and explains the meaning of new words.
- Children are learning to share and take turns. The childminder has strategies that work well to encourage them, such as playing games in a small group to encourage children to patiently wait their turn.
- The childminder incorporates mathematics into everyday activities. Children use numbers in play; they count their cakes as the kitchen becomes a play café and exchange items for make-believe money.
- The childminder has a large, safe and secure garden. Each area is set up differently to cater for the different ages of the children present. They have a large space to run and practise their physical skills as well as areas to be creative. Water and sand are favourites.
- Partnerships with parents are strong. The childminder speaks to them daily. Parents comment that they feel well informed about their children's day. The childminder works well with children with special educational needs and/or disabilities and is reflective in her practice. She accesses training to help her to target areas that children need to develop further to make progress in their learning. The childminder also has good links with the local school and seeks advice from the local authority. Children learn about their local surroundings as they enjoy walks and visits to a castle.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in protecting children. She continues to access safeguarding training to enable her to recognise the signs and symptoms of potential abuse. This includes the wider safeguarding issues, such as radicalisation. The childminder has effective systems in place to record and report any concerns to the correct agencies. The childminder is very aware of the safety aspects within her home. She places great emphasis on continuous risk assessment and minimises any potential hazards, so that children are safe.

What does the setting need to do to improve?

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

- ensure that activities provided meet the developmental needs of the children.

Setting details

Unique reference number	EY482842
Local authority	Suffolk
Inspection number	10231940
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 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	26 September 2016

Information about this early years setting

The childminder registered in 2014 and lives in Worlingworth, Suffolk. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Emily Holt

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 provider and the inspector completed a learning walk together and discussed the curriculum and what it is that they want the children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this is having on children's learning.
- Parents shared their views of the setting with the inspector via written letters.
- The inspector spoke to children during the inspection.
- The provider and the inspector carried out a joint observation together.

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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