

# Childminder report

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Inspection date: 7 July 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is outstanding

Children are extremely well supported by the nurturing childminder on their arrival. They happily reciprocate the childminder's genuine warmth and affection for them as they settle into their play. They quickly build strong attachments to the childminder. As a result, children are independent and emotionally secure. The childminder regularly receives warm cuddles from children as they snuggle in for comfort.

The childminder is devoted to her role and takes exceptional care to provide a challenging and ambitious curriculum which is tailored to each child. Children take pleasure in a wide range of engaging activities that cover each area of learning. The children's excellent curiosity of nature and learning is evident. They enjoy many exciting adventures, such as visiting farms, libraries, parks and museums. This helps to broaden their experiences of the world. Children show great levels of concentration as they learn and practise physical skills. They relish in the responsibilities given to prepare food themselves, using cutlery to cut their own fruit at snack time. Children's speech and language development is of high priority. They make excellent progress from the language-rich environment the childminder provides. She models language clearly and correctly pronounces words, which enables children to extend their vocabulary.

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

- The curriculum is sharply intent on ensuring that children make the best possible progress. The childminder plans an exciting and challenging curriculum which is built on what the children already know. She expertly engages them in activities by using their interests and fascinations. For example, children learn about animals through a variety of enticing ventures. They develop their understanding of nature as they go on walks to see farm animals in fields nearby. They express their creative skills as they build homes for toy animals as they role play.
- The childminder is exceptionally knowledgeable about her children and their next steps in learning and development. She observes their achievements and recognises any gaps in their learning. She carries out relevant developmental checks to a high standard and identifies their next steps of learning. These are shared with parents and professionals to fully support the children.
- The childminder masterfully weaves mathematical concepts into all aspects of the routines and activities. She uses appropriate questions to challenge children's knowledge and thinking. She continuously uses mathematical language during children's play. For example, she labels the colours and shapes children notice as they explore local parks.
- Children's behaviour is exemplary. The childminder gently guides children's behaviour while ensuring that they have very clear boundaries and expectations.

Children learn to take care and have consideration of the resources they use as they help to tidy them away after they have finished playing. This helps children to develop a sense of responsibility. Children attend organised groups with the childminder and regularly meet with a close network of childminders. This helps to broaden children's social opportunities and interactions.

- Children learn the importance of being healthy and enjoy enticing physical exercise, such as yoga. The childminder sensitively responds to children's needs and adapts her practice to ensure that children feel comfortable in her care. Children develop a love of books through daily stories that capture their fascinations. They practise early writing skills through exciting methods. For example, children draw large circles on the ground with sticks.
- The childminder is highly effective in evaluating the service she provides. She reviews her practice frequently. The childminder swiftly recognises any potential needs for additional training to ensure that her knowledge and practice remain current. She uses questionnaires to gather feedback from parents, which helps her to evaluate her practice.
- Efficient settling-in systems ensure that important information is gathered and applied effectively to support children's transition into her care. Consequently, the childminder supports children's individual needs and emotional well-being from the moment they start to settle in. The childminder works closely with local nurseries and schools to ensure that children seamlessly transition on to next stages of learning.
- The childminder has a superb relationship with parents, who praise the excellent care that their children receive. They appreciate the daily updates of photos and information they receive via effective communication methods. Parents are pleased at how their children's confidence has significantly increased in the time they have attended the 'home-from-home' environment. They say that their children have developed speech and communication skills 'immensely'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her role and responsibilities to safeguard children. She has an in-depth knowledge of the signs and symptoms that indicate a child may be at risk. The childminder knows the correct procedures to follow and who to contact if she has concerns about a child's welfare. This includes wider safeguarding issues, such as extremist behaviours. The childminder undertakes regular training to update her knowledge. She reviews her effective policies and procedures to manage a safe home environment, and she regularly shares these with parents.

## Setting details

<b>Unique reference number</b>	2528918
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10208395
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019 and lives in Haverhill. She operates all year around from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Rachael Small

### 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 setting.
- The childminder took the inspector on a learning walk around her home.
- The inspector spoke to the childminder, children and parents and took account of their views.
- The inspector observed the childminder's interactions with the children and discussed outcomes.
- The inspector observed the children's playing indoors and outdoors at a local park.

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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