

Childminder report

Inspection date: 11 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 enjoy their time in this welcoming childminding setting. They develop secure emotional attachments to the childminder, helping them to feel happy and settled. The childminder is caring and gentle with the children, displaying infinite patience and encouragement. This helps children to build their confidence and independence. Children look to the childminder for reassurance and to share in their play. They are familiar with the consistent routines, such as washing their hands before eating. They are helped to develop their independence, such as feeding themselves.

Children enjoy the childminder's engagement in their play. For example, they play a matching game together and the childminder encourages children to name the animals on the cards. Children listen as the childminder names unfamiliar animals, such as the octopus. They show a good level of understanding and readily follow simple instructions, such as to spin the spinner for the game. The childminder recognises when children tire of an activity and readily moves on to something else. Children enjoy playing in the garden. They develop coordination between their hands and eyes as they 'catch fish and ducks' in a tray of water and excitedly catch the bubbles generated from the bubble machine.

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

- The childminder knows the children well. She talks confidently about where they are in their learning and development. She knows what she needs to do next, to support their continuing progress and help them to develop the key skills to be ready for school.
- The childminder supports children's emotional well-being effectively. She provides a warm and welcoming environment where children feel safe. However, the childminder does not pay sufficient attention to the physical environment. Indoors, toys are stacked in a large bag. This does not enable children to easily make independent choices about what they play with.
- The childminder supports children's speech and communication skills well. She provides a running commentary about what children are doing and introduces new vocabulary. However, the childminder does not sufficiently encourage children to pursue an interest in books. She does not ensure that books and reading materials are readily accessible to children.
- Children are motivated to play and learn. The childminder joins in with their play and recognises opportunities to extend their learning. For example, when children move on to putting the ducks and fish from the 'hook-a-duck' activity into the small-world lorry, the childminder talks to children about size and encourages children to explore why some items fit and others do not.
- Children learn about the importance of good health. They are taken to the

kitchen to wash their hands before eating. Children manage their personal care needs, relevant to their age and stage of development.

- Children are familiar with the consistent routines and know what is expected of them. The childminder helps them to understand right from wrong. She praises children's individual efforts and children show their pleasure as they smile back at her. The childminder is a good role model, who treats children with genuine, positive regard.
- The childminder builds strong partnerships with parents. She keeps them informed about their child's day and development. Written testimonials from parents demonstrate the trust they have in the childminder to meet their children's individual needs. Parents appreciate the childminder's 'wonderfully cheerful and relaxed demeanour' and feel confident that their children are 'receiving all the attention and nurture' that they need.
- The childminder demonstrates a committed approach to her childminding provision. She considers the individual needs of the children that she cares for when planning activities. The childminder completes training in relevant childcare subjects to update her knowledge and improve her childcare skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding up to date. She is fully aware of her responsibility to protect the welfare of children. The childminder understands the importance of being aware of events in children's home lives. She has a secure knowledge of the signs and symptoms of abuse and knows how to report concerns in a timely manner. The childminder is aware of wider safeguarding issues, such as the 'Prevent' duty, to ensure that she is able to recognise and support families who might be vulnerable to extreme behaviours and views.

What does the setting need to do to improve?

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

- store toys and resources, so that children are able to explore, select and use them independently
- give children access to books and reading materials to help them develop their interest in the written word.

Setting details

Unique reference number	250724
Local authority	Suffolk
Inspection number	10231707
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	2 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	5 September 2016

Information about this early years setting

The childminder registered in 1996 and lives in Felixstowe. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jacqui Mason

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 her evaluation of the provider.
- The inspector and the childminder held a discussion to understand how the early years curriculum is organised. The inspector observed an activity and jointly evaluated this with the childminder.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The childminder spoke with the inspector at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder.
- Parents shared their views of the setting, through written testimonials.

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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