

# Childminder report

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Inspection date: 12 July 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	Not applicable

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

### The provision is good

Children arrive happy and show they feel safe and secure in the childminder's warm and nurturing setting. They cuddle the childminder for reassurance and seek her out to play with them. The childminder has high behavioural expectations and supports children as they learn to recognise and manage their feelings. Children understand how to wait and take turns in group activities. They have good manners and say 'please' and 'thank you' throughout their play. Children display a positive attitude to learning and enjoy the activities that are on offer. For example, they water the flowers in the garden and explain how it helps them to grow.

Children show high levels of curiosity and engagement while learning new skills. For instance, children excitedly learn to use the water hose to race balls across the garden. They develop the skills they need in readiness for the next stage in their learning. Children gain numerous independence skills and confidently learn to dress themselves and wash their hands. Outdoor learning is considered a high priority. In addition to the childminder's garden, they visit the farm and beach and attend regular group sessions. These outings provide children with new experiences and help to inspire children's sense of awe and wonder in the world.

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

- The childminder has high expectations for all children. She carefully plans stimulating activities that link closely to children's current interests and learning needs. For example, they excitedly draw letters and numbers on the floor with paintbrushes and water. They confidently share their accomplishments with the childminder and persevere with the activity until they reach their intended outcome. This supports children to grow in confidence, and they are eager to learn as they enjoy a wide range of resources.
- The childminder plans experiences that broaden children's learning. They are provided with opportunities to socialise with other children. The childminder regularly meets up with other childminders from the local community. This supports children to build friendships and confidence in new social situations.
- The childminder has built strong partnerships with parents. Parents comment on how the setting is a home-from-home environment, which allows children to feel safe and secure in the childminder's care. They feel that their children make good progress and are provided with new and exciting opportunities to learn and develop.
- The childminder skilfully supports children's communication and language development. She provides high-quality interactions and introduces new words to extend children's vocabulary. For instance, she explains that the hose needs more 'pressure' to make the balls fly into the air. Children then repeat this language back to their friends.

- Children learn about the importance of leading a healthy lifestyle. They understand which foods are healthy and unhealthy and the importance of a balanced diet. Children are physically active and spend time outside each day. They design their own obstacle courses and learn to balance and climb. This supports their physical development and their understanding of how to take manageable risks.
- The childminder makes regular assessments of what children know and can do. She provides a varied curriculum to ensure they reach their developmental milestones. She quickly identifies any gaps in children's learning and puts appropriate support in place. This proactive approach helps children to gain key skills in readiness for the next stage of their learning. However, the childminder has not yet established a two-way flow of information with other early years settings that children attend. Therefore, information is not always shared about children's development and well-being, and there is a lack of consistency in their learning.
- The childminder evaluates the quality of her provision effectively. She regularly reviews the curriculum and her environment to ensure children are provided with quality learning experiences. The childminder completes regular training to keep her knowledge up to date. She attends training that supports children's current interests and needs. For example, the childminder has recently attended 'mathematics in early years' training to strengthen this area within her setting, to help children make good progress.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of child protection and how to keep children safe. She knows who to contact if she has any concerns about a child's welfare or thinks a child may be at risk of harm. The childminder can identify potential signs of abuse and children who may be at risk of radicalisation. She understands what to do in the event that an allegation is made against herself or her family. The childminder ensures that her safeguarding knowledge is kept up to date and completes regular training. She ensures her home is safe and secure and carries out daily risk assessments of her environment.

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

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

- deepen partnership working with all settings children attend to promote continuity in their learning.

## Setting details

<b>Unique reference number</b>	2523877
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10215043
<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 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

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

## Information about this inspection

### Inspector

Laura Redmond

### 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 this into account in their evaluation.
- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector looked at relevant documentation.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education that is provided, both indoors and outdoors, and assessed the impact on children's learning.
- The inspector took account of the views of parents.

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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