

# Childminder report

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Inspection date:

21 July 2022

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| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
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| 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 | Met                |

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

### **The provision is outstanding**

Children thrive during their time with the childminder. They access a comprehensive educational offer that supports them to make strong progress in all areas of learning while building on their own interests. Children are expertly aided by the experienced childminder. They use a vast array of interesting resources that the childminder has purposefully selected, using her extensive knowledge of child development, to further their attainment.

During their play-based learning, children show very high levels of attention, concentration and enthusiasm. They recall their previous learning and welcome the challenges set by the childminder. For example, children frequently practise their mathematical skills, such as ordering items by size or identifying how many of an item are in a group. Children giggle as they use 'too much' dough in a tooth mould and it seeps out of the sides as they squeeze it together. While they play, the childminder introduces concepts around how children can keep their teeth healthy and prevent cavities from forming.

The childminder helps children to extend their thinking and understanding, routinely encouraging them to suggest and test out their ideas. For example, she explains to them, 'This is my thinking,' and goes on to say, 'Tell me what your thinking is?' Consequently, children become adept at explaining their thoughts and ideas.

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

- The childminder continues to deepen her understanding of how to support children. She regularly undertakes a wide range of professional development opportunities, as well as her own further research. This helps her to know how to create a highly stimulating and creative learning environment for children. The childminder has developed a comprehensive knowledge of different approaches to support child development. She consciously uses this knowledge to inform her teaching. This helps to provide children with the best possible start in life.
- The childminder focuses on helping children to build safe, trusting and supportive bonds with her as a foundation for their future emotional security and learning. She carefully plans children's initial time with her to ensure that she can give them dedicated support and attention when they need it most. This helps children to settle very quickly.
- From their very first visit, the childminder finds out what interests and motivates each child. She combines this knowledge with a clear and accurate understanding of where they are in their development so that she can pinpoint the most appropriate focus for her teaching. The childminder swiftly addresses

any gaps in children's learning, supporting them to reach their developmental milestones.

- Children develop strong communication skills. The childminder helps them to further their understanding and vocabulary. For example, children confidently explain that signs with numbers tell the trains how fast they can go. Children share books and stories with the childminder every day.
- The childminder is particularly mindful about supporting children in key areas of their socialisation and self-care, which may have been affected by restrictions during the COVID-19 pandemic. For example, the childminder makes up novel games to support children to feel more confident to join in and have a go with daily routines. This encourages their involvement within the group and engagement in learning. Parents describe that their children come on in 'leaps and bounds' when they spend time with the childminder.
- The childminder identifies any areas where families may need extra help or guidance, and provides this. For example, she has developed several ways to support children with their understanding of the importance of dental hygiene, both when they are with her and when they are at home. She shares new and relevant information with parents to help them know how they can best support their child.
- The childminder sets high expectations for children's behaviour. For example, she encourages and supports children to tidy away one play activity before they start another. The childminder supports children to develop an awareness of how they can act responsibly and become good citizens. For example, she teaches them about sustainability. Parents have told the childminder that their children have been motivated to carry on 'litter picking' at home and know how this helps the environment.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of the requirements of her role. She implements clear policies and procedures to keep children safe. The childminder regularly completes training, including courses about the wider aspects of safeguarding, such as female genital mutilation and extremism, to ensure that her knowledge is up to date. She adapts her policies in light of any new information. The childminder demonstrates that she understands the risks that mobile phone and internet usage can pose to children. She has a clear understanding of the procedures of the local safeguarding partners and when she may need to make a referral to them in order to protect children.

## Setting details

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| <b>Unique reference number</b>                     | EY304537  |
| <b>Local authority</b>                             | Suffolk   |
| <b>Inspection number</b>                           | 10123684  |
| <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> | 0 to 4  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 4   |
| <b>Date of previous inspection</b>                 | 22 May 2014   |

## Information about this early years setting

The childminder registered in 2005. She lives in Lowestoft, Suffolk. The childminder operates all year round, from 8am to 7pm, Monday to Friday, except bank holidays and family holidays. She receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kate Hipperson

## Inspection activities

- This was the first routine inspection that the provider received since the COVID-19 pandemic began. The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder explained the curriculum to the inspector. The inspector viewed the areas used for childcare.
- The inspector observed the quality of interactions between the childminder and children and evaluated the impact on children's learning and development.
- The inspector reviewed essential documentation, including the childminder's paediatric first-aid certificate.
- The childminder and the inspector carried out a joint observation of an educational activity and evaluated the children's learning.
- Children spoke to the inspector during the inspection. The inspector evaluated the experiences of children.

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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