

Childminder report

Inspection date:

27 July 2022

| Overall effectiveness | Outstanding |
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| The quality of education | Outstanding |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Outstanding |
| Overall effectiveness at previous inspection | Outstanding |

What is it like to attend this early years setting?

The provision is outstanding

All children readily go to the childminder, which helps them to feel extremely safe and included in what is happening around them. Children are provided with high-quality experiences. They eagerly discuss activities they have completed or trips they have been out on. The children speak about visits to a Saxon village, farms and strawberry picking. They tell the childminder they want to go back to do more strawberry picking, and this is discussed so the children are aware this will happen within the next couple of days. While having snack, the children are offered strawberries and blueberries. The childminder encourages the children to count the strawberries that they have taken. The children concentrate intently on using the knife and cutting their fruit independently.

The children experience and use a wide range of vocabulary, and the childminder uses every occasion as a learning opportunity. While painting, one child paints a letter 'A', telling the childminder what she has done. The childminder praises the child and asks if they can paint an 'E' for her own name. The childminder provides new words or embeds language that is already known to children, which promotes their communication and language development extremely well. The childminder provides explanations to help the children understand language that they may not have experienced previously.

Children are superbly supported in their play and the large selection of resources are used to extend and embed existing knowledge or to provide new experiences. For example, some children have shown an interest in construction, so the childminder has made the sandpit into a construction site, adding play bricks. Excellent language is used to support this play, such as when the childminder tells children 'well done for using the sand for cement.' Children share activities and resources between themselves, expertly taking it in turns to use the paint while painting, or sharing pushchairs with the dolls. The children are extremely confident in new situations, and happily talk to visitors and share their wonderful experiences.

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

- There is a very positive relationship between the childminder and the children. The children listen to her when she is speaking, and understand the rules and routines that are in place. On one occasion, a child runs into the house, and the childminder reminds her not to run and about the dangers of running inside. The child then stops and starts to walk. The children happily go to the childminder for support and talk to her about what they are doing. The childminder is consistent in her approach with all children. She provides clear explanations when she asks children to do something, and they eagerly respond.

- Children are encouraged to use their manners, and the childminder explains to them why it is important to say please and thank you. Many of the children readily use them, and those who do not are gently reminded.
- Children learn about healthy eating and being healthy. Children are asked to cover their mouths when they cough, and even the youngest children are taken to wash their hands after a nappy change. This sets up excellent practice from a very early age. Children have packed lunches provided from their homes, and the childminder supports this by sharing healthy-food leaflets with parents. The childminder discusses foods that are healthy or unhealthy with children.
- The childminder is able to speak extremely confidently about the children in her care, explaining where they were with their development when they started with her, where they are now and what she would like them to be able to achieve when it is time for them to move on. The children access an ambitious curriculum that meets each child's needs expertly.
- When a child is shared between settings, the childminder ensures that she contacts the other provider to share relevant information. The childminder speaks about how this really supports the child at both settings.
- The childminder ensures that there is a wide variety of activities available to meet all children's needs and interests. Older children are given little jobs to do that enable them to feel a little more grown up. All children are able to access a wealth of resources, such as books, messy play, mud kitchen and musical instruments. The children are engrossed as they use the mud kitchen with water to tip and pour between different vessels.
- The childminder recognises how the COVID-19 pandemic has an impact on the children, and ensures that trips out are a regular occurrence. The children talk about trips to the library and how they now visit with members of their family too. Children clearly enjoy an immense love of books. This gives them a firm foundation to support their literacy development when they are ready to go to school.
- The childminder interweaves the children's interests with the early years foundation stage to ensure that there is an ambitious curriculum in place that provides superb support for all children. For example, the childminder provides a dolls' pushchair for a young child to aid her walking, as she has also shown an interest in babies.
- Parents speak positively about the childminder, stating they are very happy with the development their children are making and how much support the childminder provides to the families. They comment that the childminder goes over and above what she needs to do.
- The childminder reflects on her own development and how she would like to move forward, by completing some higher-level training relating to special educational needs, for example. She recognises that this will benefit all children in her care, both now and in the future.
- Support for children with special educational needs and/or disabilities is outstanding. The childminder ensures that all children receive the very best early years education appropriate to their level of development and needs. An inspiring quiet space has been set up for children who require space to themselves and/or a calm environment.

- The childminder speaks with passion about wanting the best for all children. This is clearly evident in her practice and how she supports not only the children who are attending but also their families.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is very clear about what she would do if she had any safeguarding concerns about a child in her care. She is able to speak competently about how she would make referrals should there be a need to, and is aware of the signs of different types of abuse. The childminder ensures that the children are within sight and/or hearing at all times, explaining to the children that when she is in the house they can play in the garden area closest to the house so that she can see them and make sure they are all safe.

Setting details

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| Unique reference number | EY358177 |
| Local authority | Suffolk |
| Inspection number | 10113165 |
| 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 4 |
| Total number of places | 12 |
| Number of children on roll | 6 |
| Date of previous inspection | 10 February 2016 |

Information about this early years setting

The childminder registered in 2007 and lives in Ipswich. She occasionally works with a volunteer. The childminder operates all year round, from 9am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 3. The childminder provides funded early education for three- and four-year-old children. The childminder offers overnight care.

Information about this inspection

Inspector

Denise Clayton

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.

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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