

Childminder report

Inspection date: 2 August 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled with this friendly and caring childminder. The childminder supports children's emotional well-being effectively. She tailors her settling-in procedures to the individual needs of children and their families. Children readily invite the childminder to share in their play experiences. The childminder builds on children's interests and what they already know. For example, when children try to build sandcastles with dry sand, she encourages them to recall what they need to do so that the sand sticks together. Children readily fetch water from the water tray. The childminder allows children to add as much water as they want and investigate what happens when they add too much.

Children are keen to participate and are motivated to play and learn. They have daily opportunities for exercise and fresh air, helping to promote their good health and physical well-being. Children understand the importance of good hygiene routines. They enjoy the responsibility of carrying out small tasks, such as taking the cups and plates to the lounge, ready for snack. Children readily take turns and are kind to each other. For example, when children slip and hurt themselves, other children spontaneously bring a toy to help them feel better.

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

- The childminder establishes close emotional attachments with the children in her care, actively supporting them to feel safe and settled. She talks confidently about the progress they have made while they have been in her care. Children make good progress from their starting points. The childminder plans activities to build on what children already know and what they need to learn next.
- Overall, the childminder supports children's communication and language skills well. She engages children in conversation and listens to what they say. However, she occasionally overlooks opportunities to further promote children's developing thinking skills. She sometimes provides children with answers before they have had time to think and express their own responses. Children enjoy books. They listen to stories and talk about the illustrations.
- The childminder is actively engaged in the children's play. For example, she responds positively to their curiosity about pirates. The childminder uses children's interest in pirates to promote their mathematical development, encouraging them to find and count the number of coins and gems that she has buried in the sand.
- Children behave well and play harmoniously together. They readily take turns and share popular resources. The childminder is a good role model. She is calm and gentle and treats children with positive regard. She builds children's self-esteem effectively, giving meaningful praise for good behaviour and individual efforts. Children have good manners. They spontaneously use 'please' and

'thank you'. They develop the key skills needed to be ready for the next stage of their learning, such as moving on to school.

- Children are provided with experiences that help them to learn about the wider world. The childminder takes them out into the local community, where they learn about different ways of life. Children learn about nature and caring for animals.
- The childminder seeks the views of parents. She is committed to the highest quality care and learning experiences for children. The childminder recognises the strengths in activities that she carries out with the children and how she can improve them. This helps her to fully support children's learning needs. The childminder completes relevant training to the benefit of the children.
- The childminder builds strong partnerships with parents. Written testimonials from parents demonstrate the high regard they have for her. For example, they describe the childminder as 'patient and nurturing' and talk about the childminder's strong emotional bonds with their children. They appreciate that their children are treated as 'one of the family'.
- The childminder establishes effective partnerships with other settings that children attend. There is a successful two-way flow of information that helps to ensure that children's individual needs are identified and managed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe and protect their welfare. She has a good awareness of the indicators of abuse and knows how to report concerns. The childminder completes training in child protection to ensure that she understands the latest legislation and any changes to referral procedures. The childminder is aware of wider safeguarding issues. For example, she understands her responsibility to identify and support children and families who may be at risk of exploitation.

What does the setting need to do to improve?

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

- give children more time to think and respond to questions.

Setting details

Unique reference number	2533221
Local authority	Suffolk
Inspection number	10215146
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Barsham, near Beccles, Suffolk. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 5.

Information about this inspection

Inspector

Jacqui Mason

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