

Childminder report

Inspection date:

6 September 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's physical and emotional well-being is prioritised in this warm and nurturing setting. The childminder values outdoor play, encouraging children to move their bodies and connect to nature. This helps children develop a strong sense of self-worth and confidence in their abilities. The childminder builds positive relationships with the children in her care. Children giggle and jump up and down with delight as the childminder joins in their running races. Children happily invite visitors to join in their play and enthusiastically talk about what they are doing. Children are resilient and enjoy a challenge, learning by trial and error in a safe and stimulating environment. With effective role modelling from the childminder, children develop their social skills and a positive attitude to learning.

The childminder offers a relaxed environment where children's happiness and love for learning are at the forefront. Children benefit from meaningful learning across the early years foundation stage curriculum. They make good progress from their starting points. Children benefit from real life experiences. There are regular visits to the local farm, where children can meet the animals and watch the combine harvester. Children develop an understanding of diversity, for example, through celebrating festivals. Additionally, children are learning consistent messages around healthy lifestyles, including skills to make healthy food choices. This is evident as the children enjoy eating healthy food at snack and mealtimes.

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

- Children develop good communication skills. The childminder promotes appropriate discussions throughout children's play. Children respond by articulating what they know, using clear language. Children learn new vocabulary introduced by the childminder and reuse these words meaningfully during their play. The childminder uses flash cards to support children's independent storytelling. However, she does not consistently plan the environment to encourage children to enjoy familiar stories, rhymes and songs that are appropriate to their age and stages of development.
- The available resources challenge and meet the individual needs of the children while taking their interests into account. Children show high levels of concentration and positive attitudes to learning. The curriculum is ambitious and develops children's skills across the seven areas of learning. However, the childminder does not consistently support children's developing awareness of number recognition and counting in a way that helps them remember what they have learned.
- The childminder has high expectations for children's behaviour. When children are struggling to regulate their behaviour, the childminder takes time to sit and listen to them. Following this, the childminder takes appropriate action to

support them through their feelings. As a result, children are beginning to manage their own feelings and develop a sense of right and wrong. Additionally, children take pride in their achievements and show acts of kindness to others.

- During hygiene practices, the childminder ensures that the personal needs of children are met appropriately. Children learn how to become increasingly independent in managing their personal needs. For example, when the childminder asks them what the weather is like outside, the children say that it is sunny and independently go to find their sun hats. Children are learning to think for themselves with verbal prompts from the childminder.
- Parents feel valued and respected as the childminder works collaboratively to support children's personal development at home, such as toilet training. Parents appreciate the daily communication from the childminder and feel informed about their child's development. They express how they feel reassured that their children are safe and secure and being cared for in a nurturing way. Parents report how their children are excited to attend the setting and that they are progressing in all areas of learning.
- The childminder reflects on her practice and has a good attitude towards improvement. She acts with integrity and builds trustworthy relationships that parents appreciate. The childminder demonstrates the importance of meeting the needs of children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder implements effective risk assessments to ensure that children can play safely indoors and outdoors. She demonstrates that she is able to identify children who may need early help or are at risk of neglect, abuse, grooming or exploitation. The childminder ensures she is up to date with safeguarding training and has a clear understanding of keeping accurate records. She makes timely referrals where necessary and working with other agencies to ensure children get the help that is needed. The childminder knows what action to take if an allegation is made against her.

What does the setting need to do to improve?

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

- focus more closely on promoting children's developing awareness of number recognition and counting
- consistently create indoor and outdoor environments that further support and extend early literacy development and encourage children's love of reading.

Setting details

Unique reference number	EY236670
Local authority	Suffolk
Inspection number	10231724
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	20 September 2016

Information about this early years setting

The childminder registered in 2002 and lives in Yoxford, Suffolk. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Louisa Taylor

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 completed a learning walk together to discuss the childminder's intention for children's learning. The childminder discussed with the inspector how they ensure, that both indoors and outdoor environments are safe and suitable.
- The inspector discussed with the childminder how she will implement the curriculum and support all children to make progress, including how the childminder intends to plan, observe and assess children in her care.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with parents to gather their views on the childcare setting.
- The inspector held a meeting with the childminder and they discussed self-evaluation.
- The inspector viewed evidence of the suitability of persons living in the household and other relevant documentation, such as a selection of policies and other records.

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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