

Childminder report

Inspection date:

8 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 are happy and enjoy their time in this homely setting. They are confident to select what they would like to do, and when, and show that they feel safe and secure in the childminder's care. Children form close attachments to the childminder and enjoy her company. They are keen to involve the childminder in their play. The childminder engages positively with the children, allowing them to develop their imagination. For example, she pretends to drink the 'cup of tea' children offer her as they experiment with water at the outdoor kitchen.

Children learn how to share and take turns with popular toys and resources. They show good concentration as they spend time completing puzzles. The childminder provides appropriate support and encouragement as children rotate the pieces so that they fit into the boards. Children are proud of their achievements and receive praise for their efforts.

Children enjoy spending time outdoors. They have lots of opportunities to be physically active. The childminder regularly takes children for walks in the local environment and uses routine trips, such as the school runs, as learning opportunities. Children talk about items they have collected when out and about.

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

- The childminder knows the children well and has a good understanding of where they are in their learning. She ensures that resources, both indoors and outside, are easily accessible, which allows children to make independent choices in their play. Children are active learners. The childminder plans and provides a range of activities for children to explore, and they generally show a keen interest in these. However, the childminder does not always consider how to fully involve all children in activities. This means that some children are not consistently engaged in meaningful learning.
- The experienced childminder keeps her knowledge up to date and has a commitment to continuing her own professional development. She uses information gained from training to enhance her practice and provision. For example, the childminder has widened the range of resources and experiences available to children to support them to learn about the world around them. This has had a positive impact on children.
- The childminder has built strong partnerships with parents. She communicates well with them to keep them informed about their children's day. The childminder encourages parents to continue to share what they know about their children. She supports parents, for example, with promoting positive behaviour and agreeing on a constant approach when children are ready to start using the potty or toilet. The childminder also offers activity ideas or songs for parents and

children to do together at home. This promotes continuity in children's learning.

- Children learn about healthy practices through the daily routine. The childminder supports children to wash their hands before eating and after using the toilet.
- The childminder is committed to providing a safe environment for children and organises her home efficiently. For example, recent changes have been made as they have have a pet dog in the household. The childminder carries out regular checks to ensure that all areas used by the children are safe and suitable.
- Parents are very complimentary about the childminder and the service she provides. They say that the childminder is kind, considerate, offers helpful advice and that they 'trust her explicitly'.
- Children's communication and language development are supported. The childminder introduces children to a range of books and songs. She spends time talking to children and listens to what they have to say. The childminder asks children questions as they play. However, at times, she limits children's thinking capacity, and problem-solving skills, as she answers questions for the children when they are able to answer for themselves.
- The childminder is proactive in working in partnership with other settings that children also attend. This helps to ensure good continuity in children's care and education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She is aware of what to do should she have any concerns about children's welfare and knows how to report these to the relevant authorities. The childminder ensures that she attends training which helps to update her knowledge of child protection and wider safeguarding matters. The childminder shares her policies with parents and informs them of any changes. In addition, she ensures that her own family is fully aware of the policies and procedures, which contributes effectively to children's safety.

What does the setting need to do to improve?

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

- enhance the learning opportunities so that all children maintain high levels of engagement and involvement and achieve as much as they can
- identify different questioning techniques to help children to develop their thinking capacity and problem-solving skills.

Setting details

Unique reference number	EY321576
Local authority	Suffolk
Inspection number	10235000
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	11 October 2016

Information about this early years setting

The childminder registered in 2006 and lives in Lowestoft, Suffolk. She operates all year round from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Harris

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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development and what they want their children to learn.
- 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.
- The childminder provided the inspector with written testimonials from parents, which the inspector took into account.

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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