

Childminder report

Inspection date:

22 September 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 enjoy their time with the childminder. They settle quickly into her care and demonstrate that they feel safe and secure in her company. Children delight in the variety of activities she provides, which frequently reflect their individual interests. They move confidently between the carefully organised and thoughtfully resourced indoor and outdoor spaces. Children have ample opportunities to practise using their small-muscle skills. For example, they explore trays of rice with different tools for scooping and pouring. Children dig in the rice to find puzzle pieces featuring their favourite characters. They use little ladles to catch pom-poms in the water tray and join in with a colour-matching game with the childminder.

The childminder knows children well and uses her detailed knowledge to identify what children need to learn or practise next. She plans activities to promote these aims and has high expectations for all children. Children take part in daily routines and do things for themselves, from a young age. For instance, they concentrate as they pour themselves a drink and clean their faces and hands after eating. Children are eager to help. They follow directions to tidy or put away items with minimal prompting. They know where to store their shoes and assist the childminder in finding homes for toys they have finished playing with.

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

- The childminder is professionally curious and plans her continual professional development around areas of personal interest. For example, she recently researched ways to support children's mathematical development. She also attends briefings and training provided by her local authority. The childminder reflects on her observations of children's play and progress. She considers feedback from parents to evaluate her service and identify potential ways to improve further.
- Parents comment on the home-from-home atmosphere of the setting and how their children feel 'safe and loved'. They note how happy their children are to attend, and they appreciate the skills they have developed since attending. Parents feel well informed about their children's progress in learning. They know their children's current targets and what they can do to support them at home.
- The childminder promotes children's speech and language skills appropriately for their age. She asks them simple questions and gives clear directions and choices. She repeats and extends their speech, modelling correct pronunciation. Children learn to listen and make decisions about their day. For instance, they can indicate, from a young age, if they would like a snack or what they want to do or play with next.
- Children access a wide range of books throughout the setting. They enjoy looking at books in a cosy, quiet area alone, as well as taking stories to the

childminder to read. The childminder models a love of reading and enthusiastically shares books with children. This encourages children to practise their listening skills and helps them gain skills in readiness for their next stage in learning, such as school.

- Children generally behave well. The childminder gives children warm praise and recognises their positive behaviours. However, at times she does not anticipate changes between activities that might unsettle children. She does not respond decisively to children's occasional unkind behaviours during interactions with their friends.
- Children enjoy eating a variety of fruits, vegetables and snack items. They carefully use knives to prepare strawberries and confidently peel skin from banana halves. The childminder works closely with parents to support young babies' weaning. Babies delight in eating pieces of buttery toast and slices of banana. They are keen to practise using spoons and opening cups. This supports children to develop positive eating habits, and they learn about the importance of a healthy, balanced diet.
- The childminder regularly takes children out for walks in the local community. They attend sessions at local toddler groups, and this helps to develop their confidence in larger social gatherings. The childminder aims to broaden children's understanding of the wider world as she recognises that her local community is not diverse. She provides some resources and celebrates annual festivals to introduce other cultures to children. However, the childminder has not yet embedded a broad enough range of experiences and activities in her day-to-day curriculum to fully support children's understanding and appreciation of diversity in the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs that may indicate a child is at risk of harm. She understands how to identify and report concerns, including those about adults who work with children. The childminder accesses regular training to keep her knowledge up to date and to learn about specific issues within child protection.

What does the setting need to do to improve?

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

- strengthen the strategies for anticipating and responding to children's behaviour, particularly during transition times and social interactions, to promote children's ability to regulate their emotions and behave positively
- embed and extend provision to help children to develop an understanding and appreciation of similarities and differences between themselves and others in the wider world.

Setting details

Unique reference number	EY553959
Local authority	Suffolk
Inspection number	10174441
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	0 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Lowestoft. She operates from 8am to 5pm, Monday to Thursday, all year round, except for bank holidays and family holidays. The childminder holds qualified teacher status and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Oakley

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 setting and has taken that into account in her evaluation of the setting.
- The childminder took the inspector on a learning walk across all areas of the premises to explain how the early years provision and curriculum is organised.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and reviewed evidence of the suitability of all persons living and working on the premises.
- The inspector observed the quality of interactions during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to children at appropriate times during the inspection. She also took account of the views of parents through written feedback provided.
- The childminder completed a joint evaluation of an activity with the inspector.

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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