

Childminder report

Inspection date:

27 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children benefit from their time spent in this homely environment. They are happy and content as they quickly engage in their play. Children create strong bonds with the childminder, who is kind and nurturing. They enjoy her company, which they demonstrate as they regularly include her in their play. This helps children to feel safe and secure.

Children demonstrate their good manners. For example, they ask if they can leave the table when they have finished their snack. The childminder supports children's interactions and is an excellent role model. Children learn to share, take turns and negotiate with their peers. This helps them to develop their social skills effectively. Children are self-motivated to explore the range of activities and resources provided. They are imaginative in their play and often re-enact their own life experiences. For example, children put the play dough cupcakes they have made into bags, in preparation for the picnic they plan to go on with their dolls. This helps children to understand and make sense of the world.

Children enjoy their time outside as they play on ride-on toys. They learn how to cross the roads safely when they visit local parks. The childminder helps to broaden children's experiences with visits to farms, playgroups and a local horse racing museum.

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

- The childminder knows the children well. She provides activities that are based on their interests and next stages of development. For example, to help develop children's focus and concentration levels, the childminder provides a range of construction materials that children can choose from to build towers and houses. She works closely with parents to help narrow any developmental gaps and to move children on to the next stage of learning.
- The childminder skilfully weaves mathematical language into activities and interactions. For example, as children share out their play dough, they count how many pieces they have to ensure it is equal. The childminder supports children to identify the colours and shapes of the play dough cutters correctly. These activities help children to make good progress in their mathematical development.
- Children learn to be independent. The childminder often challenges their skills and offers lots of praise and encouragement for their efforts. For example, once children master putting on their own coat, she challenges them further to attempt the zip. The childminder's patience and positive reinforcement help children to develop a can-do attitude. Children learn the importance of health and hygiene. They independently wipe their noses and wash their hands.

Children learn about oral health. The childminder often provides toothpaste and timers for children to use when they clean their teeth at home.

- Children are keen communicators. The childminder engages children in regular conversations. She challenges their understanding of speech and language through asking appropriate questions. For example, when children excitedly recall their recent visit to a miniature railway, the childminder encourages them to talk about what they saw and who went with them. She asks them if they were scared of the dragon. This helps children to recognise their feelings and emotions. However, children do not have consistent access to books and stories to enhance their literacy development and their enjoyment and interest in books and stories.
- The childminder expands her knowledge and understanding through independent research and professional development. For instance, she recently completed an online course to help her support children with their behaviour management. The childminder uses her knowledge of good practice to teach children to self-regulate their emotions and behaviour.
- Partnerships with parents are strong. Parents value the good-quality play and learning opportunities that their children benefit from. They appreciate the many indoor and outdoor activities offered and the way the children learn to play with each other. The childminder shares information about their children's daily activities and progress regularly. She completes the relevant progress checks, which she shares with parents and professionals when required.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates her safeguarding knowledge through an understanding of her role and responsibilities regarding how to keep children safe from harm. She has a secure knowledge of safeguarding issues, such as county lines. She implements safeguarding policies that contain effective procedures to follow to report any concerns about the welfare of children. The childminder is aware of how to report any allegations made against herself. She is trained in paediatric first aid. The childminder carries out regular checks of the indoor and outdoor environments and removes any hazards before the children use the spaces.

What does the setting need to do to improve?

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

- enable children to access books freely, to further support their literacy development and enjoyment and their interest in books and stories.

Setting details

Unique reference number	EY387746
Local authority	Suffolk
Inspection number	10235276
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	24 November 2016

Information about this early years setting

The childminder registered in 2009 and lives in Newmarket. She operates all year round from 5.30am until 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers overnight care.

Information about this inspection

Inspector

Rachael Small

Inspection activities

- This was the first routine inspection the provider 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 took the inspector on a learning walk around her home.
- The inspector spoke to the childminder, children and parents and took their views into consideration.
- The inspector observed the childminder's interactions with the children and discussed outcomes.
- The inspector observed the children's play, both indoors and outdoors.

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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