

# Childminder report

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Inspection date:

29 September 2022

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## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are exceptionally happy. They feel secure with the childminder as they take comfort in snuggling onto her lap for a story. The childminder's dedication to the children and families results in warm, strong and trusting relationships with them. The childminder has exceptional knowledge and understanding of each child, and they thrive in her care. Her focus on communication and language supports the children to make excellent progress in all areas of learning. For example, when they are reading and a child starts pointing to all the ducks on the page, the childminder starts counting them. The child then moves her fingers from one duck to another, which shows that she understands what numbers mean. The childminder then uses this opportunity to introduce the abacus. The child moves the beads from one side to another and makes the initial number sounds as she goes.

The childminder has developed an ambitious curriculum with a strong focus on the outdoors. She uses her local community to her full advantage to provide the children with a rich variety of experiences. This helps to build children's knowledge and understanding of the world around them.

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

- The childminder sequences her curriculum well to ensure that children build on prior knowledge in a clear and highly effective way. Her observations and tracking of each child enable her to identify what she wants children to learn next and why. She introduces new vocabulary into what children are currently doing. For example, when a child is playing with the cones and hoops outside, the childminder introduces words such as 'up' and 'down' as they lift and lower the hoops. When the child tries to play with the stacking cups, the childminder demonstrates how to tip them upside down. As the child has a go herself, the childminder gives her plenty of time and space to try without intervening. When she needs support, the childminder demonstrates again and allows the child time to try. Once the child has done it, she delights in repeating the action and receives plenty of praise from the childminder. These experiences help to build children's confidence and resilience.
- The childminder reflects on her provision to improve outcomes for all children. She focuses on her own professional development to build on her extensive knowledge. For example, she takes part in weekly webinars on various topics and reflects on what she has learned.
- The childminder plans exceptional opportunities for the children to explore the world around them. For example, they use a local pond for pond dipping, take trips to the local forest and visit the beach to go crabbing. The children explore their local community and get to know the local librarian, the postal delivery

worker, firefighter, and staff at the local shops.

- Partnerships with parents are exemplary. Parents comment on how information they receive helps them to understand their child's actions more. For example, the childminder provides booklets to explain the transporting schema. Information on the specific areas the childminder is working on keeps parents up to date. A parent describes the childminder's home as a 'second home' and says that her care is 'first class'. She says that the childminder encourages the values and behaviour that we all aspire to possess.
- The childminder has built up an excellent network of professionals who support herself and the children. She has built relationships with other childminders, so that they can support each other in the event of an emergency.
- Transitions to the local nursery and school are smooth as the childminder communicates with all involved. To help prepare parents, she has signed up to the school newsletters, which enables her to provide parents with useful information before their children even start.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her safeguarding responsibilities. She has in-depth knowledge of the signs and symptoms of abuse and knows what to do if she has a concern about a child. The childminder always keeps her knowledge current and has completed 'Prevent' duty training. She carries out thorough risk assessments for all activities she does and for any trips she takes the children on. The childminder ensures that the learning environment is clean, safe and suitable for children to play and learn in.

## Setting details

<b>Unique reference number</b>	EY346650
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10113161
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	1 March 2016

## Information about this early years setting

The childminder registered in 2006 and lives in Framlingham, Suffolk. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

## Information about this inspection

### Inspector

Nina Hopson

### 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 setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.

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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