

Childminder report

Inspection date: 19 October 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Due to the well designed and highly ambitious curriculum, children really thrive in this setting. Children are provided with a wide range of learning experiences, both inside and outside the provision, that goes above and beyond. The wide range of resources, activities and outdoor learning experiences, offer children a fantastic opportunity to extend their interests and develop their character. For example, some children are cared for on a full-time basis, therefore they are unable to attend clubs local to their own home. The childminder has enrolled children into local dance classes to promote their physical development and social skills. Children are often taken on trains, buses and to the local nature reserve where they plant their own trees and build animal habitats for hedgehogs and robins.

Children's behaviour is exceptional. They have a high level of respect and care for one another that is embedded by the childminder and her assistant. Children share resources without prompts from the childminder and thoroughly enjoy being in each other's company. The childminder and her assistant have developed extremely strong bonds with the children. They understand younger babies' needs superbly. They are warm, welcoming and provide children with the care and attention they need to thrive.

Children are deeply engaged. They are very focused on what they are doing and have outstanding concentration skills. Children consistently use new vocabulary to enable them to communicate effectively. Children speak with increasing confidence and fluency in this language-rich environment. For example, children used new words including 'patting' and 'scooping'.

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

- The childminder and assistant have a clear vision about supporting children's communication and language skills. They engage with the children through questioning, singing songs and reading stories that are highly engaging and provide excitement and suspense.
- The childminder believes it is vital to ensure children are having a well-balanced diet and nutritious meals. She robustly reviews her menus to ensure children are always offered a healthy range of food, to encourage them to try new food and to promote healthy eating. They often talk to children about the benefits of eating healthily and discuss exercise and how to keep their bones strong.
- Children grow fruit and vegetables with the childminder and are encouraged to care for them and learn about the life cycle of a plant.
- The childminder and assistant ensure parents are highly involved in children's learning, particularly with promoting a love of reading. They take the children to the local library on a weekly basis to borrow books and take them home. Parents

are encouraged to read these stories with their child each week. This allows the childminder to work collaboratively with parents to provide strong learning experiences for children.

- Parents speak exceptionally highly of the childminder and her assistant. They comment that they are kind, extremely passionate about what they do, patient and consistently go beyond expectations.
- The childminder has remarkable partnerships with the local school and nursery. For example, she invited staff from the local nursery to attend their 'Teddy bear's picnic'. The childminder shares children's next steps and interests with other settings the children attend, to ensure they are all working collaboratively to support excellent outcomes for children.
- The childminder and her assistant have a deep understanding of children's interests and next steps. They have a profound understanding of how children learn. For example, they understand that some of the children are more active and often use their gross motor skills. Therefore, they teach children to make marks using bigger movements in the mud.
- Children are encouraged to be very independent from an early age. They put their own shoes and coats on, promoting their confidence and resilience.
- The childminder has an inspiring approach to being reflective in her practice and the service she provides. The childminder and her assistant support one another's well-being and this is discussed daily. They regularly observe each other's practice to ensure they are providing the best possible care for the children that attend.
- The childminder has a strong focus on training. On a weekly basis, the childminder and assistant attend training online to ensure they are providing high-quality care for children.
- The childminder and assistant have a wonderful approach to supporting children with living in modern day Britain. They introduce cultural celebrations and festivals into their activities. They have a clear focus on learning to respect one another and celebrating everyone's uniqueness. They challenge any stereotypical attitudes and teach right from wrong. Children are encouraged to discuss what they like about each other and share photos of people who are important to them. This prompts a wider discussion about similarities and differences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistant have a very strong knowledge and understanding of how to keep children safe. They have a strong focus on teaching children to stay safe online, as children have access to the internet in their own homes. The childminder and her assistant talk to children about stranger danger and who to go to if something is wrong. The childminder and assistant know the reporting procedures extremely well for any safeguarding concerns. They know the procedure to take if there are any allegations made against the childminder, assistant or any household members. The childminder has a deep understanding of

the local risks such as county lines and peer-on-peer abuse. They are very proactive with ensuring their safeguarding knowledge is up to date. They attend regular training to refresh their knowledge of how to keep children safe.

Setting details

Unique reference number	EY450329
Local authority	Suffolk
Inspection number	10235889
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 10
Total number of places	7
Number of children on roll	9
Date of previous inspection	17 January 2017

Information about this early years setting

The childminder registered in 2012. She works with an assistant at her house. The childminding provision operates Monday to Friday, all year round, from 8am to 6pm, except for bank holidays and two weeks at Christmas. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Stef Montgomery

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and inspector completed a learning walk together to discuss the areas of learning, their curriculum and what they want children to learn both inside and outside.
- The inspector and childminder carried out a joint observation of children participating in an activity with the assistant.
- The inspector spoke with children throughout the inspection.
- The inspector took into account parents' views of the setting.
- The inspector looked at relevant documentation, including first-aid certificates and Disclosure and Barring Service numbers of the childminder, assistant and household members.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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