

Childminder report

Inspection date: 18 October 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

The childminder shows care and affection to all children. She provides a safe and nurturing environment where children make strong emotional attachments. Children are happy and content. They express this with smiles and by excitedly talking about the things they learn. Children are at ease with the childminder and settle quickly. They invite her into their play and use her for emotional reassurance. Children behave well and show signs of good self-regulation skills. The childminder encourages children to talk about how they feel. She supports children to care for each other. Children are happy to take turns. They offer support to each other by passing resources and thank each other for their help. Children delight in singing with the childminder and the many opportunities to use their imaginations.

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 use loose parts to create ice creams of a variety of flavours and enjoy sharing these with their peers. Children have lots of opportunities to explore. They access ample outside space where they enjoy lots of sensory experiences. For example, children enjoy exploring with role-play resources and the mud kitchen.

Children enjoy lots of opportunities to socialise with their peers, and they regularly visit local children's groups. The childminder broadens children's experiences by introducing opportunities to explore their local community with trips to the woodlands, zoos, the beach and local parks.

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

- The childminder carefully sets out resources to build on what children already know. For example, she skilfully places certain numbers in the water tray to support children's number recognition.
- The curriculum is well planned and based around the children's interests. This means that children progress quickly with their learning and are eager to learn more.
- The childminder skilfully sets out the room to ensure challenge for older children while also allowing access for younger children. For example, all children show high levels of engagement when playing at the water table, using pipettes and weighing scales as they pour, scoop and mix.
- Children are given time and space to think of their own ideas and problem solve. The childminder supports their language skills by commenting and narrating their play while also asking purposeful questions to encourage thinking. For example, at the water table, the childminder ponders, 'I wonder what would

happen if we squeeze the orange?'

- The childminder uses new vocabulary to support children's learning. However, at times, the childminder does not use clear speech sounds to support children's early communication and language development most effectively.
- Children behave well. The childminder's calm nature supports children to self-regulate their behaviour. She gives children time and space to express how they feel. Children understand how to positively interact with their peers and have good relationships. For example, children build on each other's ideas and include each other in their play.
- Children's well-being is supported consistently. The childminder knows the children well. She regularly checks how the children are feeling. This means that children feel valued, safe and secure.
- The childminder keeps parents fully informed about their children's day and learning. Written testimonials from parents show the friendly and trusting relationships she has with them. Parents feel well supported by the childminder as she shares information about how to support their children. Parents comment on how welcoming the childminder is and how they love all the outings and different activities the children do.
- The childminder works well with other agencies to support children's transitions and uses local networks and agencies to help her to support the children in her care.
- The childminder engages in training to continue to increase her already good child development knowledge. She then implements her learning into practice. For example, following on from loose-parts training, the childminder has incorporated loose parts into the setting for children to freely create and explore with.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good awareness of safeguarding and child protection issues. She understands her responsibilities in keeping children safe and what to do to report concerns. The childminder has secure knowledge of the signs or symptoms of abuse and how to identify these. She is aware of a wider range of safeguarding issues, such as county lines and witchcraft. The childminder keeps her knowledge up to date by attending regular training. She is aware of the correct procedures to follow to report allegations. The childminder ensures that the learning environment is clean, safe, secure and suitable for children to play and learn in. She carries out regular checks on 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:

- give young children more opportunities to hear clear speech sounds, to better help their early communication and language development.

Setting details

Unique reference number	EY361632
Local authority	Suffolk
Inspection number	10235141
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	12 December 2016

Information about this early years setting

The childminder registered in 2007 and lives in Beccles. She operates during term time from 7.30am to 5pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Suzie Squirrell-Hughes

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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