

Childminder report

Inspection date: 1 November 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and welcoming environment for children. Children are happy, confident and relaxed. They form positive relationships with the childminder, turning to her for support and comfort when they need to. They demonstrate that they feel safe and secure. Children are encouraged to select the toys they would like to play with. They know where to find their favourite resources and books. The space is well organised to allow children to easily access the activities that they choose. They move around the childminder's home safely, negotiating steps carefully by themselves.

Children develop good communication skills and clearly express what they know. They confidently recall information that they have previously learned. For example, they talk with the childminder about bird feeders that they recently made. Children receive a good range of new experiences. These develop their understanding of the wider world and of their local community. For example, they go on outings to local shops and parks and visit a play bus. Children are imaginative and creative. They concentrate as they decorate wooden stencil trees with various art and craft decorations, such as butterflies. They stick eyes, noses, mouths and ears on pages of magnetic books to make funny faces. Children demonstrate control and use steady fingers as they build constructions out of domino pieces.

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

- The childminder speaks about her work with enthusiasm. She reflects on the provision she offers. She understands the stages of child development and how young children learn. The childminder uses her knowledge to ensure all children are where they should be in their development. This supports her to identify appropriate next steps in their learning.
- The childminder makes regular checks on children's development, including a progress check at age two, and shares their achievements with parents.
- Parents are complimentary in their praise of the childminder for the care and learning their children receive. However, the childminder does not share information about the children's progress and next steps with other providers to ensure consistency in children's learning when they attend more than one setting.
- The childminder adapts activities well in response to children's emerging interests. She follows their lead instinctively and adds appropriate tools and resources to support the activity even further. This helps children to remain motivated in their learning experiences.
- The childminder provides good learning opportunities. For example, she plays dominoes with the children and teaches them mathematics. The children begin to learn problem-solving skills, reasoning through pattern making and counting.

- Children spend a great deal of time learning outdoors. For example, they explore the countryside, such as the local heath and woodlands, where they examine nature and access a range of physical activities.
- The childminder teaches children about personal hygiene and healthy food choices. For instance, children use the toilet independently. They wash their hands after using the toilet and before snacks.
- Although children learn to be independent and can do many things for themselves, the childminder does not consistently allow children the time and space they need to explore and experiment, for example in art activities. Children are not always able to use their own ideas due to the childminder's constant guidance through suggestions, instructions and directions.
- Children feel confident and comfortable to ask for a snack when they feel hungry or when they want to play with different activities out of sight. For example, children know the childminder has a tepee in the storage cupboard. They follow her eagerly, and together they bring it in and erect it in the playroom. Children demonstrate excitement and joy as they jump and play peekaboo, peeping through a window at the back of the tepee.
- The childminder has a calm approach to behaviour, giving gentle reminders and offering distractions. She teaches the children to be kind to each other through emphasising sharing. Children are polite and show respect to the childminder and her house by using toys and activities carefully.
- The childminder is experienced and has undertaken many training courses and workshops to continuously improve and learn new skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully trained in safeguarding. She offers a safe and secure environment in her provision. The childminder understands her duty to protect children from harm. She knows the signs that could indicate a child is at risk of abuse and who to refer to should she have any concerns. The childminder is aware of a wide range of safeguarding matters. The childminder is aware of what action to take if an allegation is made against herself or a household member.

What does the setting need to do to improve?

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

- strengthen partnerships with other early years settings children attend to provide the best possible support for their learning and development
- encourage children to complete more tasks independently to help challenge their existing skills, use their own ideas and build on their problem-solving skills.

Setting details

Unique reference number	251173
Local authority	Suffolk
Inspection number	10234413
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	3 to 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	26 January 2017

Information about this early years setting

The childminder registered in 1998 and lives in Ipswich. She operates from 8am to 5.30pm, on Tuesdays and Thursdays, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Marta Kellouche

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 childminder.
- The childminder and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector observed interactions between the childminder and children.
- The inspector observed children playing and spoke with children during the inspection to gain an insight into their experiences in the setting.
- The inspector took account of the views of parents, which were provided during the inspection in written and verbal accounts.
- The inspector checked key documentation during the inspection.

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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