

Childminder report

Inspection date:

2 November 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

The childminder provides a caring and warm environment, which is inviting and very well resourced. Children develop close bonds with the childminder. They are confident, happy and motivated to learn. Children play and explore freely and enjoy listening to familiar stories. They snuggle up to the childminder and discuss the characters in the story, such as a duck and a cow. She further extends the children's learning by asking what sounds the animals make. Children respond by calling out 'moo' and 'quack quack'. The childminder encourages children to try things for themselves. For example, children concentrate as they complete an inset puzzle. They smile proudly as the childminder praises their efforts, which promotes their self-esteem.

The childminder provides a wide range of activities that follow children's interests. Children laugh and giggle as they approach activities and become active learners. For example, as children play with the bubbles, you can hear a buzz of excitement when they discover that by blowing on the wand, bubbles appear. Children then chase the bubbles and excitedly call out 'pop' as they touch them.

Children behave well. The childminder is calm, fair and consistent in her approach and manages children's behaviour very effectively. She encourages children to be polite, take turns and share.

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

- The childminder creates an ambitious curriculum to support children's learning. She plans a range of activities that reflect children's interests and challenges them to learn. For example, children explore different textures that are unfamiliar to them. They eagerly handle the hailstones and become engrossed as they watch them melt.
- The childminder skilfully uses opportunities to develop children's understanding of mathematics. For example, children explore colours and shapes, and count objects as they play. Children learn mathematical language, such as 'full' and 'empty', as they pour water into different containers. As a result, children's mathematical development is well supported.
- Children benefit from how the childminder arranges her home to inspire and fully embed learning. She uses resources to ignite children's curiosity. Children spend significant periods exploring role play and dressing up. For example, they press the buttons on the toy phone before putting it to their ear and saying 'hello'. Children walk around the room wearing sunglasses and explore an old handbag filled with objects. They enjoy exploring the different textures of the items as they remove them from the bag. Children become deeply engrossed in their explorations.

- The childminder promotes children's language well. She provides a language-rich environment, where they hear new words, such as 'slimy' and 'yummy'. The childminder gives children a running commentary of what they are doing and asks lots of open questions. However, sometimes, the childminder does not give children time to respond to questions that she has asked. As a result, children's learning is not always fully extended.
- Children have opportunities to climb and balance as they play outdoors in the garden. They plant flowers and attend to their garden area by digging and removing weeds. Children laugh and giggle with the childminder as they play ball games, such as practising their kicking and catching skills. This helps children to build on their coordination and small-muscle skills.
- The childminder supports children's emotional well-being. Children develop good levels of self-esteem and confidence. The childminder encourages children to be independent and develop resilience. For example, children confidently feed themselves. They make choices about what type of fruit they would like to eat at snack time. Children move around the environment with ease, choosing which activities they would like to explore.
- The childminder has good relationships with parents and carers. Parents comment that they receive regular updates about their child's learning and development. This helps to promote continued learning at home. Parents are highly complimentary of the childminder and the service she provides. They comment that the childminder offers a 'home-from-home environment' and that she 'is kind and caring'. Parents comment on how happy their children are in her care.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding and the children's well-being are a high priority for the childminder. The childminder has a very secure knowledge and understanding of how to keep children safe. She is fully aware of the signs and indicators that could mean a child is at risk of harm or abuse. The childminder has clear procedures to follow should she have concerns about a child's well-being. She has secure knowledge of wider safeguarding issues, such as female genital mutilation, county lines and radicalisation. The childminder closely supervises children and provides a secure environment to ensure children remain safe.

What does the setting need to do to improve?

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

- give children time to respond to questions, so that they are fully challenged and extended in their learning.

Setting details

Unique reference number	EY232289
Local authority	Suffolk
Inspection number	10234660
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 1
Total number of places	6
Number of children on roll	4
Date of previous inspection	2 February 2017

Information about this early years setting

The childminder registered in 2002 and lives in Ixworth, Suffolk. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Diane Middleton

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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with written testimonials from parents, which the inspector took into account.
- The childminder provided relevant documentation for the inspector, to evidence the suitability of all adults living on the premises.

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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