

Childminder report

Inspection date:

7 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are very happy and settled. The childminder provides a warm and caring home environment, which children enjoy. Children are confident and seek each other to play. Younger children regularly seek cuddles with the childminder and older children are affectionate towards each other, often holding hands. Children thoroughly enjoy playing in the large, covered outdoor area that is very well resourced. The childminder has really considered the layout that allows children to explore.

Children are very independent. They make choices about which resources to use and are quickly immersed in their play. Children know and take part in the routines of the day, as well as developing good hygiene practices. For example, children line up and patiently wait their turn to wash their hands before lunch. They each have their own flannel to dry their hands and know it needs to be washed after use.

Children have a sense of belonging in the childminder's setting. They have their own peg with a bag for them to put items to take home. Each child has a photo placemat at lunch. They enjoy looking at their photo and choose where they want to sit at the table. Mealtimes are a sociable occasion when all children sit together and are encouraged to feed themselves. Children behave very well and they are kind and considerate towards each other.

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

- The childminder is very passionate about the children. She works alongside an assistant and two other registered childminders on different days. She makes sure that they deploy themselves effectively to ensure that all children's needs are met. She takes the time to get to know the children and their families which enables her to talk confidently about each child's development and their interests. The childminder tracks children's achievements to see what they need to do next. However, the childminder does not always focus activities on what would really make the most difference to children's learning, such as helping children to listen.
- The childminder shares children's learning with their parents through daily discussions and a 'learning journey'. She shares photos and videos with parents throughout the day. This is helpful to parents when new children are settling in.
- The childminder is a good role model. She describes different textures and offers new words to help build on children's vocabulary. Children learn how a pinecone feels 'rough' and a conker feels 'smooth'. The childminder observes children who are not yet speaking to enable her to respond quickly to their non-verbal cues. Children enjoy reading books and they join in with familiar songs, which helps to develop their communication and language.

- The childminder recognises that children have active imaginations. They like to hide under the tables, turning them in to a den. To the children's delight, the childminder offers them a blanket that they help put over the table so that they can hide below. Children recount stories from home and enjoy pretending to make cakes and look after toy babies. The childminder supports children to use mathematics in their play. She encourages children to count and compare sizes by using mathematical terms, such as 'big' and 'small'.
- Children have ample opportunities to practise their physical skills. They use the ride-on toys and enjoy painting and drawing. The childminder helps children to draw a person by chalking beside them and talking about the parts of the body. Children are pleased to see their finished creations and enjoy the childminder's praise.
- The childminder takes children out in the local community. She teaches them about road safety as they walk. They go to eat at a local café once a week and children understand how to behave and demonstrate their good table manners. The childminder takes the children on the bus, an experience they thoroughly enjoy.
- The childminder has worked alongside the other childminders and assistant for several years. They seek support from a range of professionals and follow the advice they are given. They all attend mandatory training together, such as first aid and food hygiene. However, the childminder does not source further continuous professional development opportunities to enhance her knowledge and practice to a higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes safeguarding training together with her colleagues. She has a secure understanding of the signs and symptoms of abuse. The childminder is also very aware and vigilant of wider safeguarding concerns, such as county lines. The childminder knows what to do should anyone make an allegation against herself or her colleagues. She knows which agencies to report her concerns to and has the contact information displayed on the notice board for easy reference. The house is safe and secure. The childminder is attentive to all children's needs, ensuring that resources are suitable, when, for instance, babies are present.

What does the setting need to do to improve?

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

- seek regular training opportunities to raise knowledge to a higher level
- focus on what will make the most difference to children's ongoing learning and development, such as developing children's listening skills.

Setting details

Unique reference number	EY373713
Local authority	Suffolk
Inspection number	10235208
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	0 to 4
Total number of places	12
Number of children on roll	14
Date of previous inspection	6 March 2017

Information about this early years setting

The childminder registered in 2008 and lives in Ipswich, Suffolk. She works alongside an assistant and two other registered childminders on different days. The childminding provision operates all year round, from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emily Holt

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 the inspector completed a learning walk together and discussed the curriculum and what it is that they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on children's learning.
- The inspector spoke to children during the inspection.
- The childminder showed the inspector documentation to demonstrate her, and her colleagues', suitability.
- The childminder and the inspector carried out a joint observation together.

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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E: enquiries@ofsted.gov.uk
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