

Childminder report

Inspection date: 15 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 welcome visitors with a friendly smile and are eager to invite them into their play. The childminder builds secure and loving attachments with the children. Children feel safe and are highly motivated and curious learners. Children are extremely happy in this home-from-home environment. The childminder promotes children's independence by providing age-appropriate activities. Babies have a go at drinking from a cup without a lid and learn to feed themselves with a spoon. The childminder gives meaningful praise and children respond well to this by showing determination and confidence in their abilities.

The childminder responds exceptionally well to babies' first words and gestures as they learn to communicate. Children's communication and language development are prioritised. Children snuggle up for a story with the childminder. The childminder is enthusiastic, and children anticipate what exciting story will be read to them. Children interact with the story and confidently explain what is happening or what may happen next. The childminder cleverly intertwines mathematics teaching through children's play. For example, as children explore a shape sorting activity, she talks about shapes, such as 'circle' and 'square'. Children spontaneously count how many pieces of fruit they have at snack.

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

- The clearly defined and well-equipped indoor and outdoor environments encourage self-selection and child-led learning. Children have opportunities for physical and active play, both indoors and outdoors. Children's interests are considered when the childminder sets up daily activities. For example, children interested in imaginary play love exploring the role play kitchen. Children learn to cooperate with peers and accept the needs of others, while individual imaginations start to flourish.
- Children make swift progress in all seven areas of their learning and development. The childminder uses assessment well to check what children know and can do to inform teaching. For example, children are developing their knowledge of colour when they explore an activity involving filling up containers with different-coloured discs. This teaching is designed to help children remember long-term what they have been taught and make connections in their learning. Overall, teaching is meaningful. However, the childminder does not consistently use opportunities that arise during children's playing and exploring to challenge them further and help them to make even more progress in all areas of learning.
- Children are well mannered and understand what behaviour is expected of them. Children show high levels of concentration and patience. Children say 'please' and 'thank you' consistently. Older children offer support to their

younger peers at mealtimes and throughout their play. Children are gently reminded to use 'kind hands' and children respond positively to these gentle prompts. As a result, children develop respectful attitudes and behaviours while boosting their self-esteem.

- Children benefit from wider experiences in the community, such as woodland walks and attending the local splash park. Children learn about the world they live in and develop an understanding and an appreciation for diversity. Children enjoy celebrating religious festivals and significant events, such as Remembrance Day, through meaningful activities.
- The childminder provides healthy, nutritious home-cooked meals. Parents are complimentary about the weekly menus. They report how this has had an enormous impact on the variety of food their children are now eating at home. The childminder gives clear and consistent messages to children, that support healthy choices around food. Children understand good hygiene routines and wash their hands ready for snack. Children are becoming increasingly independent in managing their self-care needs.
- Parent partnership is paramount. The childminder has strong relationships with parents and regular verbal and written communication is valued. Parents report on how children settle in swiftly. Parents feel integral to their child's learning and development. Parents love reading termly reports and gain a deeper understanding into how they can further support their children's learning at home.
- The childminder and co-childminder work together effectively and ensure that all children, including those with special educational needs and/or disabilities, are provided with high-quality, inclusive care.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is of paramount importance. Effective daily risk assessments are in place to ensure children can play safely, indoors and outdoors. The childminder undertakes regular safeguarding training to underpin her practice and keep her up to date with any local safeguarding issues. The childminder demonstrates that she is able to identify children who may need early help or are at risk of neglect, abuse, grooming or exploitation. The childminder has robust knowledge of first aid. She ensures that children who have complex medical needs have an in-depth care plan which is regularly checked with parents and updated when required.

What does the setting need to do to improve?

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

- focus on developing the already good teaching to continuously challenge children to progress further in all areas of learning.

Setting details

Unique reference number	EY356364
Local authority	Suffolk
Inspection number	10235103
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 3
Total number of places	12
Number of children on roll	12
Date of previous inspection	9 December 2016

Information about this early years setting

The childminder registered in 2007 and lives in Haverhill. She works with another registered childminder. The childminder provides care all year round, from 8am until 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Louisa Taylor

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 childminder.
- The inspector spoke with parents to gather their views on the childcare setting and also viewed a collection of written comments made by parents who were not available on the day.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning. The childminder discussed with the inspector how they ensure both indoor and outdoor environments are safe and suitable.
- The inspector discussed with the childminder how she will implement the curriculum and support all children to make progress, including how the childminder intends to plan, observe and assess children in their care.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors, and explored the outdoor environment. The inspector assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder and also discussed self-evaluation.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children.
- The inspector viewed evidence of the suitability of persons living in the household.

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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