

# Childminder report

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Inspection date: 15 November 2022

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 greet visitors with a smile and a wave before eagerly offering them a cup of tea from the role-play area. Children are proud to attend this nurturing and warm home-from-home environment. Children show high levels of respect for each other and their environment. The childminder takes time to listen to children's wants and wishes. Children are well behaved, and they are learning to accept the needs of others. Consistent and age-appropriate daily routines support children's understanding of what is expected of them. Children are becoming motivated and independent learners. For example, children ask for the tidy-up song to be put on before they all work together to tidy up in preparation for mealtimes. Children are determined and seek a challenge as they race to finish tidying up before the song finishes.

The childminder is consistent with supporting children to become increasingly independent in managing their self-care needs. Children demonstrate that they understand good hygiene routines. Children are empowered as they pour their own drinks and cut up their own snack. The childminder gives children individual attention to teach them to use cutting tools safely. Mealtimes are sociable. Children joyfully eat their healthy snack, which they successfully prepared themselves.

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

- Children develop a love of reading and learning early literacy skills. Children show high levels of concentration and fascination during group story time. The childminder encourages and ensures all children can participate. For example, babies enjoy pop-up books and lifting the flaps, while older children, prompted by the childminder, talk about what they found underneath the flaps. As a result, all children feel a sense of belonging and build their self-esteem.
- The childminder builds secure and positive attachments with the children. Children invite the childminder into their play. The childminder is delighted to join in with a fruit and vegetable sorting activity. Children pass her a pumpkin and say, 'what is this?' The childminder says, 'pumpkin', and then repeats this twice more. Children show their peers, saying, 'it's a pumpkin'. As a result of meaningful teaching from the childminder, they use new vocabulary that enables them to communicate effectively.
- All children make swift progress in their learning and development. The childminder introduces age-appropriate visual supports, such as pictures, to support children's understanding and help them develop connections in their learning. However, the childminder is not consistent in challenging children further through interactions and discussions, to support even more progress in all areas of learning.
- The childminder builds strong relationships with parents. All children make

significant progress from their starting points. The childminder makes effective and regular assessments of children's development and shares information and knowledge with parents. Parents report that communication works well through daily discussions and with an online communication app. Parents report that they feel valued and know how to further support their children's learning and development at home.

- Children enjoy a well-planned outdoor environment, where they can run and climb and explore an inviting mud kitchen. Children understand the mathematical concepts appropriate to their age and stage of development. Children are learning to count in sequence through their play. The garden provides opportunities to develop mathematics with a creative wall-mounted abacus.
- The childminder is extremely reflective on ensuring an inclusive and ambitious curriculum. The childminder values and promotes equality and diversity. Children are taught to be respectful and contribute positively to society. For example, children bake cakes and deliver these to a nursing home in the local community.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder, alongside her co-childminder, undertakes regular safeguarding training and has robust knowledge to ensure the safety of children in her care. The childminder recognises the signs and symptoms of abuse and knows what to do if there is a concern about a child. She has knowledge of wider issues, including grooming and exploitation. She regularly updates her safeguarding training to keep up to date with local safeguarding issues. The childminder has robust knowledge of first aid. She ensures that children who have complex medical needs have an in-depth care plan that 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:**

- build upon good teaching already in place to consistently challenge children further to make even more progress in all areas of learning.

## Setting details

<b>Unique reference number</b>	EY356394
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10235104
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	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 operates 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 is the first routine inspection that the childminder has received since the COVID-19 pandemic began. The inspector and the childminder discussed the impact of the pandemic, and the inspector has taken that into account in their evaluation of the childminder.
- The inspector spoke with parents to gather their views on the childcare setting. She also viewed parents' written comments.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for children's learning. The childminder discussed with the inspector how they ensure both the 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 outdoors, and 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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