

Childminder report

Inspection date:

22 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 warm smile and confidently invite them to join in their play. The childminder builds strong and positive attachments with the children in her care. She is responsive to children's needs, and they go to her for a cuddle when they need a little reassurance. Children feel safe and secure in this 'home-from-home' environment. The resources are age-appropriate and spark children's curiosity to lead their learning through play. Children enthusiastically explore a toy rocket ship and interact with it by putting little figures inside. Their imaginations come to life as they empty a basket of toys and then sit inside it, pretending it is their own rocket ship.

Regular woodland walks and trips to the local park support children's physical well-being. Children enjoy scavenger hunts during autumnal walks and delight in making unique pictures from the natural resources they collect. Children learn about the diverse world they live in through celebrating religious festivals. For example, children enjoy learning about Diwali. They celebrate the occasion by making some pretty lights, and use them when they go on a magical walk at dusk. Children are taught in child-friendly ways to reflect on their differences and to champion what makes them unique.

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

- Children are extremely well mannered. They play cooperatively with their peers and develop secure friendships. The childminder has high expectations for children's behaviour and conduct. Children are beginning to understand their feelings and to self-regulate their emotions with sympathetic support from the childminder. As a result, children are kind to their peers and are learning to share and accept the needs of others.
- Overall, teaching is meaningful. Robust assessments are used well to check what children know and can do, to inform teaching. The childminder has good knowledge of how children learn and develop. As a result, children make good progress in the seven areas of learning. However, the childminder does not consistently build on children's learning. For example, children enjoy counting objects during their play but are not always challenged to count beyond what they already know.
- Children develop their communication and language skills well. They love to dress up and invent role-play characters with their peers. They converse together during play and listen to each other's characters, while developing the concept of taking turns to speak. The childminder introduces new vocabulary and encourages children's critical thinking skills by asking questions and prompting meaningful discussions.
- The childminder encourages children to take appropriate risks. For example,

children move their bodies into different positions and practise balancing on their hands and feet. They giggle with enjoyment when they wobble. The childminder praises their efforts, as they learn through trial and error. Children demonstrate positive attitudes to learning through high levels of inquisitiveness, concentration and happiness.

- The childminder's hygiene and care practices ensure that the personal needs of children are met. Children clean their hands before eating and have easy access to drinks. However, the childminder does not provide a consistent mealtime routine so that she can teach children to become increasingly independent in managing their personal needs.
- The childminder builds strong and trusting relationships with parents. She gathers information about children before they start so that she can initially plan around their interests and stage of development. As a result, children settle in quickly and are happy in their environment. Parents report that the online and daily face-to-face communications are effective. In addition, parents express their appreciation of the significant progress their children have made since attending the setting.
- The childminder reflects on her practice and actively seeks to further her knowledge with available training opportunities. She acts with integrity to ensure that all children, particularly those with special educational needs and/or disabilities, have full access to their entitlement to early education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that effective risk assessments are in place to enable children to play safely indoors and outdoors. The childminder undertakes regular safeguarding training to underpin her practice. She keeps up to date with local safeguarding concerns through childminding forums and receives regular updates from the Professional Association for Childcare and Early Years. The childminder demonstrates she is aware of the indicators of abuse and how to report concerns in an appropriate and timely manner. The childminder knows what action to take if an allegation is made against her.

What does the setting need to do to improve?

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

- focus on teaching and use the high-quality resources effectively to challenge and extend children's learning to build on what they already know
- develop children's understanding of good hygiene and self-care practices, to support them to independently manage their personal care needs.

Setting details

Unique reference number	EY411002
Local authority	Suffolk
Inspection number	10235416
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	13 December 2016

Information about this early years setting

The childminder registered in 2010 and lives in Mildenhall. She operates all year round, from 8am to 5pm, 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 discusses the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for children's learning. Additionally, the childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector observed the quality of teaching during activities indoors and assessed the impact that this had on children's learning.
- The inspector carried out a joint observation with the childminder and also discussed self-evaluation.
- Children communicated with the inspector during the inspection. Parents and carers shared their views of the setting with the inspector through email correspondence.
- 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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