

# Childminder report

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Inspection date: 1 December 2022

<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	Met
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## What is it like to attend this early years setting?

### The provision is good

Children are cared for in a calm environment where routines of the day are adapted to children's individual needs. Children enjoy their time in a safe and secure home, where their emotional needs are securely met. Children enjoy close interactions with the childminder that are enhanced by singing. The childminder introduces and models new vocabulary through reading stories and turn-taking moments. Age- and stage-appropriate resources are stimulating and available for all children to choose at their level. Children enjoy daily visits in the local area, which provide opportunities to socialise and access fresh air.

Children benefit from the high priority the childminder gives to settling children into the setting and the free-flow communication she has with their parents. This communication allows parents to leave their child in a homely environment where interactions are purposeful and children make strong attachments to the childminder. Children's safety is given prevalence so that they are always cared for in a safe atmosphere. The childminder has clear intent for children's learning. Children benefit from a sequenced and precise curriculum, which enables children's individual next steps to be planned and provided for.

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

- Children spend time listening to stories. They are shown how to read and look after books. This focus on communication by the childminder provides a language-rich environment, and is further enhanced by weekly visits to the local library. Children enjoy their time with other children at the library and can explore a wider range of activities.
- The childminder prioritises safety within her home by closely supervising all children. This ensures children are safe at all times, even when they are sleeping.
- The childminder regularly attends training to support her continuous professional development. This helps to improve her practice and curriculum. Children benefit from the childminder's clear intent for their current and next stage of learning.
- The qualified childminder is a member of childminding organisations. This allows her access to current and up-to-date training, including safeguarding.
- Children enjoy listening to familiar songs and nursery rhymes in the setting. At these times, the childminder holds young children and claps their hands together. This supports their emotional well-being by allowing strong attachments to be made.
- Children choose stimulating 'cause-and-effect' resources that promote hand-to-eye coordination and gross motor skills. However, there are not enough opportunities for children to make marks using their fine motor skills.
- The childminder has strong settling-in processes. However, she has not

considered additional languages other than English that children may speak at home, and incorporated this into her provision.

- Young children explore their surroundings by reaching and holding stimulating resources. The childminder enhances their learning by counting out loud and pointing to objects to strengthen children's understanding of mathematical concepts. This is understood and repeated back by the youngest of children.
- Young children's care routines are closely followed to mirror their home routines. However, the childminder has not considered asking parents about the ways in which their children spend time outside of the setting, so that their culture and traditions can be celebrated.
- Children enjoy daily access outside. The childminder takes all children out to the local high street and shops. This enhances children's understanding of the world and sense of community.
- The childminder promotes oral health from a young age and provides opportunities for all children to brush their teeth daily. This allows the youngest of children to understand that toothbrushing is part of their everyday routine.
- The childminder has strong partnerships with parents and communicates with them about each child's day. Parents report how this has helped them feel at ease leaving their child.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures children are supervised at all times. She ensures she completes mandatory safeguarding training and has recently updated this. The childminder recognises signs and symptoms of abuse and is aware of the procedures to follow if an allegation is made against herself or a family member. The childminder has robust safety procedures within the home. She keeps a log if any visitors attend the setting. The childminder speaks to parents daily regarding each child and understands the importance of recording any absences, and the reasons for any period of absence.

## What does the setting need to do to improve?

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

- gain further understanding of children's home lives, to support the celebrations of their culture and additional languages
- provide more opportunities for children to develop their fine motor skills.

## Setting details

<b>Unique reference number</b>	EY413279
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10235436
<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>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	17 January 2017

## Information about this early years setting

The childminder was registered in 2010 and lives in Ipswich, Suffolk. She operates all year round, from 6am to 6pm, Monday to Friday, except for family holidays. Weekend and overnight care is available by arrangement.

## Information about this inspection

### Inspector

Stephanie Mottram

### 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 setting.
- The inspector observed the interactions between the childminder and children.
- The inspector looked at documents relating to all those that live on the premises, and the childminder's first-aid certificate.
- The inspector spoke with parents and considered their feedback.
- The inspector had several conversations with the childminder.
- The inspector viewed key documents.

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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