

Childminder report

Inspection date:

14 December 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive at this setting as they play and learn at the childminder's home. The experienced and knowledgeable childminder enables children to experience the awe and wonder of local areas of interest, including the woods, beach and library. Children enjoy weekly visits to a drama club for the young, where they gain social and emotional skills through listening, telling and acting out stories through sensory play. This enhances communication and language skills and further develops their social and emotional skills.

Children choose stories enthusiastically, and the childminder is consistently available to tell familiar stories to the children with passion and interest. She introduces new concepts to the children in stories and also helps them make links between experiences in books and their real lives, such as the wooded area in the story of 'The Snowman'. Children relate this to the local woods they regularly visit. Children frequently choose books for the childminder to read. Their vocabulary increases due to high-quality storytelling.

Children succeed in all areas of their learning by accessing a broad and complete curriculum that is adapted to each child's interest and stage of development. Time is given to each child through focused and purposeful interactions that build upon what children already know and can do. Children are given many opportunities throughout the day to practise the skills they have learned and test the knowledge they have gained. Children independently find their coats and put them and their shoes on by themselves.

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

- The childminder knows the children exceptionally well and is able to adapt resources, activities and her teaching to provide for all children's stages of development.
- The childminder has high expectations for all children and has planned and developed a well-thought-out and ambitious curriculum. The childminder shares what children are learning with parents. Any gaps in children's knowledge are quickly identified, and progress is rapidly made.
- The childminder has identified gaps in children's social skills due to the COVID-19 pandemic and addresses these gaps by implementing weekly visits to play groups and cafés with other childminders so that children can practise socialising with other children. This quickly helps children to be confident around others.
- Children's oral health is a priority at the setting, and the childminder exposes children to the importance of toothbrushing, sharing resources and dental health books, for example. Toothbrushes are in the children's cloakroom, and children take part in trips to the dentist.

- Parents are exceedingly positive about the experiences their children have at the setting and report how the childminder goes out of her way to help them. Parents receive daily updates about their children's day.
- The childminder provides a stimulating environment, indoors and outdoors, and children benefit from being in a rural location. Farm vehicles drive by, and children are taught about the different farming machinery.
- The childminder is continuously reflective of all areas of her practice and attends regular training on a variety of teaching and learning subjects. The childminder has strong links with the local authority and implements what she has most recently learned into her environment and teaching.
- The childminder understands the importance of all children's cultural capital. During the settling-in process, she prioritises getting to know what children do and enjoy with their family. The childminder spends time planning trips and outings so that children can experience the same as others. For example, children are regularly taken to the shoe shop to have their feet measured, and parents are informed of children's shoe size.
- The childminder prioritises children's next steps in learning throughout the day and has clear objectives for all areas of learning. The childminder makes time to see parents on a regular basis to share any concerns and support about how parents can help their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder prioritise children's health and well-being and is confident in her ability to notice any changes that may indicate that a child is at risk of potential harm. The childminder is aware of the local procedures to follow if there were any concerns about a child and the 'early help steps' that she would take to help families in need. The childminder understands how to report any concerns about an adult as well as how to report any allegations made against herself or another household member. The childminder regularly updates her learning about broader safeguarding topics, including 'Prevent' duty. She is aware that unexplained absence links to safeguarding. The childminder organises her records and required documentation well.

Setting details

Unique reference number	2592951
Local authority	Suffolk
Inspection number	10251299
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	3 to 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector completed a learning discussion together and talked about the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- Children spoke to the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation.

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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