

Childminder report

Inspection date: 13 January 2023

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

What is it like to attend this early years setting?

The provision is good

Children are happy and comfortable in this warm and homely environment. The childminder gets to know the children well, right from the start. She uses the information gathered from parents effectively, to help support children to settle. Children develop their confidence and move around the ground floor of the childminder's home with ease. Even very new children to the setting show that they feel safe and secure in the childminder's care.

Children listen well to the childminder as she explains what will happen next. They follow instructions and help with tasks, such as joining the childminder as she tidies toys away before snack. The childminder encourages children to be polite and use good manners. She guides children well to share and take turns with popular toys and resources. Children are kind and considerate and show empathy towards each other. They enjoy looking at books and listening to stories. Children snuggle up next to the childminder and are eager to point out things they can see in the pictures.

Children learn about the world around them. The childminder takes children on regular walks and provides children with opportunities to explore the local beach.

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

- The childminder reflects on and makes changes to her practice to improve outcomes for children. She is fully committed to providing opportunities for children to learn and explore, in her home and when out in the environment. The childminder organises her home efficiently and provides children with a wide range of toys and resources. Children select what they would like to do and when. The childminder values and respects children's choices. She involves children when adding new items to the environment, such as books and resources, linked to the winter theme. Children are fully engaged in their play.
- The childminder's paediatric first-aid qualification has recently expired. She was unable to update her qualification promptly, due to circumstances beyond her control. However, this has no impact on children because the childminder has attended paediatric first-aid training in the past and demonstrates a good understanding of how to administer first aid in the event of an emergency. The childminder has arrangements in place to attend an approved paediatric first-aid course imminently, to renew her qualification.
- Children's physical development is well supported. They have daily opportunities for fresh air and exercise, either in the childminder's garden or on trips out to places in the environment, such as the park and zoo. The childminder meets with other local childminders and their minded children. This helps to support children's social skills and confidence further.

- Parents express their thoughts about the service the childminder provides. They are very complimentary and comment on how well their children have settled and the regular trips out the childminder provides. Parents say that they are kept well informed about their children's day and learning.
- The childminder promotes children's good health well. For example, they learn about healthy practices, such as handwashing before eating. The childminder helps children to develop an awareness of healthy eating. For example, she talks about the items that contain sugar, as children play with pretend food at the role-play kitchen.
- Children's communication and language skills are developing well. The childminder joins children as they play. Interactions between the children and childminder are positive. The childminder introduces new words and concepts by modelling, commenting and asking questions. However, sometimes the childminder asks children questions in quick succession and does not give them enough time to respond before asking another question. This limits children's thinking capacity and problem-solving skills.
- The childminder knows the children well and can talk confidently about them. She understands where they are in their learning and provides suitable toys and activities to support their ongoing progress. However, the arrangements for daily routines, such as snack and lunchtime, are inconsistent, which means that children are not fully aware of expectations at these times. These inconsistencies do not fully support children in preparation for the next stage in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of what to do should she have concerns about children's welfare and knows how to report these to the relevant authorities. The childminder ensures that she completes safeguarding training to help to refresh and update her knowledge of child protection and wider safeguarding matters. The childminder has considered how to share photographs of children with their parents in a secure way. She ensures that children are fully supervised if they access the internet. In addition, her own family follow her policies and procedures, which contributes effectively to children's safety.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure a paediatric first-aid certificate is maintained at all times.	13/02/2023

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

- enhance teaching strategies so children have more opportunities to think about and respond to questions and develop their problem-solving skills
- review the arrangements for snack and lunchtime, to fully support children in preparation for the next stage in their learning.

Setting details

Unique reference number	2575068
Local authority	Suffolk
Inspection number	10265098
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	1 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives near to Lowestoft, Suffolk. She operates all year round from 8am to 6pm, on Monday, Tuesday, Thursday and Friday's, except for bank holidays and family holidays.

Information about this inspection

Inspector

Karen Harris

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 spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this has on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed a planned activity and jointly evaluated this with the childminder.
- The childminder provided the inspector with written feedback from parents, which the inspector took into account.
- The childminder provided the inspector with a sample of key documentation on request.

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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