

# Childminder report

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Inspection date: 1 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### **The provision is good**

Children enjoy their time in this homely and welcoming environment. They develop strong attachments to the childminder, who is calm, kind and nurturing. Children independently access a range of toys and resources. Toddlers smile and show their delight during imaginative play. They re-enact cooking dinner in the toy kitchen. Children place the toy food in the pretend microwave, and they make a beeping sound as they press the buttons and watch the food cook. Babies smile and move their bodies side to side as the childminder sings, 'Wind the Bobbin Up'. Children experience learning opportunities outside of the setting. They visit the park and explore the local woods.

Children behave well. The childminder models good manners, such as saying 'please' and 'thank you'. Younger children are learning to take turns and share. Children receive lots of praise and encouragement for their efforts and achievements. This helps to build children's confidence and self-esteem. Children have a 'can-do' attitude to their learning and a determination to succeed. For example, toddlers show good levels of concentration as they achieve their aim and complete the puzzle. Babies press the buttons on the 'cause-and-effect' toys. They watch in wonder as toy animals pop up and lights start flashing.

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

- The childminder communicates regularly with the early years adviser from the local authority. She is extremely committed to her ongoing professional development. The childminder attends additional training. She downloads ideas and articles from the internet to improve the quality of her practice. The childminder plans a broad curriculum that follows children's interests and builds on what they already know and can do. As a result of this, children are mastering new skills and becoming active learners.
- The childminder provides a language-rich environment. She narrates what children are doing and repeats mispronounced words back correctly. For example, when a child points to a picture of a dog and says 'og', the childminder responds by saying 'yes, a dog'. The childminder listens attentively to children, going down to their eye level. She asks relevant questions, giving children enough time to process and respond.
- Younger children are developing an understanding of mathematical concepts. For example, they learn about shapes and patterns when doing puzzles. The childminder uses language such as 'more' and 'less', as children use interconnecting blocks. However, the childminder does not always take advantage of opportunities to use numbers and counting, to further extend children's mathematical skills.
- Children develop a real love of reading. During story time, they snuggle up to

the childminder and listen to her read with enthusiasm. Babies enjoy touch-and-feel picture books. They listen to new words such as 'fluffy', as the childminder describes the textures in the book. Younger children join in with the actions of the song 'Heads, Shoulders, Knees and Toes'. They excitedly anticipate what comes next and call out 'heads'.

- The childminder ensures that children have lots of opportunities to exercise. Babies have good opportunities to develop their emerging walking skills. The childminder organises resources to entice babies to pull themselves up. Younger children run around the garden and enjoy playing in the park.
- Children learn about healthy lifestyles, including handwashing and eating nutritious food. The childminder prepares healthy snacks and encourages parents to provide healthy packed lunches. She talks to children about the benefits of eating healthy foods, explaining how it makes them grow strong. The childminder knows the reasons why children should sit down while eating. However, she does not support young children well enough for them to understand and follow these expectations.
- Parents are exceptionally complimentary of the service that the childminder provides. They comment that their children are 'incredibly well cared for'. Parents state that their children are making good progress in their development. Parents receive daily updates on what their children have been doing during their day. They comment that their children are very happy.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the signs and symptoms of abuse and knows what to do and who to contact if she has any concerns about a child's welfare. She confidently explains the reporting procedure in the event that an allegation is made against herself or a household member. The childminder understands wider safeguarding issues, including cuckooing, female genital mutilation and county lines. She continuously checks the suitability of her premises. For example, she ensures that any possible hazards are removed to keep children safe.

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

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

- make better use of opportunities for children to develop their understanding of numbers and counting
- provide clear and consistent explanations to children to help them understand the expectations during mealtimes.

## Setting details

<b>Unique reference number</b>	2544748
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10245288
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	20 May 2022

## Information about this early years setting

The childminder registered in 2019 and lives in Brandon, Suffolk. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Diane Middleton

## 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 childminder took the inspector on a learning walk and discussed the curriculum.
- The childminder spoke to the inspector at convenient times during the inspection.
- The inspector observed the quality of education and discussed the childminder's practice.
- The inspector reviewed evidence of suitability checks on household members.
- The childminder and the inspector evaluated an activity together and discussed the teaching and learning for children.
- The inspector viewed the areas of the childminder's home and garden that children use.
- Parents shared their views of the setting with the inspector.

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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