

Childminder report

Inspection date: 3 February 2023

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 behave well and are regularly reminded to share the toys with each other and praised when they do. Children enjoy an activity where they are provided with foil and lights to allow them to explore the shiny materials and utensils and look at the different colours. One of the children says 'Wow' when they see this, and their face lights up as they enjoy stirring the coloured beads. Children enjoy snuggling on the sofa with the childminder. They read stories together, and the children ask for more stories to be read. The childminder sings some songs, and the children actively join in with the words and actions.

Children's needs are met well by the childminder. The children have lots of fun washing their hands before and after snack, and they sing the 'Happy Birthday' song while they are using the soap, to ensure they are clean. The children sit together at the table for snack time, where they have a variety of healthy snacks. The childminder supports the children to try different fruits.

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

- The childminder has a clear vision of what the children's needs are and implements lots of adult-led activities throughout the day related to the children's interests and next steps in learning.
- The childminder provides interesting activities to support children's hand-to-eye coordination. For example, she encourages children to use tongs to pick up small pom-poms.
- The childminder takes the children out every day for some fresh air and physical exercise when they do not use the garden. The childminder takes the children to the local park, where they play on the equipment, and also to the woods, where they can see the horses.
- The childminder promotes the children's behaviour management by role modelling positive behaviour and supporting the children to share their toys and to say 'thank you'. The childminder sings a tidy-up song, which encourages children to tidy up the toys that they have been playing with.
- The childminder provides healthy snacks of fruit and breadsticks. She encourages the children to try each fruit by eating it herself first. While at the table, the childminder talks about the colours of the plates and supports the children to sit down when eating.
- The childminder supports the children's oral health by encouraging the use of dummies at sleep time only and providing water to drink. While the children explore the activities, the childminder supports their play and talks about what they are doing, modelling language. The childminder has lots of resources, including a role-play doctor's surgery, puzzles and small-world toys. However, children are not always able to access these independently, as they are in lidded

boxes or on high shelves.

- The childminder has an excellent partnership with the parents and robust settling-in procedures. The childminder completes a home visit, and parents complete an 'All About Me' form, which the childminder uses as a baseline to focus on the children's individual needs. The childminder uses technology to communicate daily with the parents. She shares photos and sends home pictures that the children have done, as well as talking to the parents at drop-off and pick-up times each day.
- Parents praise the childminder, saying they are kept updated at collection time and that the childminder is always available to talk and helps with the children's behaviour. Parents comment that they feel 'part of the family' and are very happy with the care their children receive, especially their learning of new topics.

Safeguarding

The arrangements for safeguarding are effective.

Children feel safe and secure in the childminder's home. The childminder uses a soft voice and calm manner to support the children and makes sure the children's needs are met throughout the day. The childminder shows good knowledge regarding what to do and who to contact if she had any concerns regarding a child, and she knows how to keep them safe. The childminder has a good knowledge of wider safeguarding issues in relation to the 'Prevent' duty guidance and county lines.

What does the setting need to do to improve?

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

- reorganise resources to better help support children's independence, self esteem and ability to lead their own play.

Setting details

Unique reference number	EY266051
Local authority	Suffolk
Inspection number	10263936
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	15 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	17 May 2017

Information about this early years setting

The childminder registered in 2003 and lives in Stanton. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Helen Taylor

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 childminder.
- The childminder showed the inspector the premises and discussed how they made it safe.
- The childminder spoke to the inspector about the children's learning and development.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation with the childminder.
- Parents shared their views of the provision 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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