

Childminder report

Inspection date: 21 February 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	Good

What is it like to attend this early years setting?

The provision is good

Children eagerly enter this cosy, 'home-from-home' provision and settle swiftly with nurturing and attentive support from the childminder. Children build strong and caring attachments to the childminder and her assistants. Planned activities are age-appropriate and based around children's interests, which means they are highly engaged and motivated in their playing and learning. Teaching is good and children make progress in all areas of learning.

Indoor and outdoor environments are inviting and well resourced. Children's emotional and physical needs are prioritised. For example, children relish the challenge of navigating the climbing wall, before seeking the thrill of gliding back down the slide. Children feel empowered and giggle in delight watching their peers sharing the same experiences. Babies and young children explore sensory experiences such as an outdoor ball pool. Soft play equipment supports babies to develop the physical strength and skills required to support them in learning and to stand and take their first steps.

Children enjoy a cuddle with the childminder's rabbits. They learn how to safely handle them and develop respectful attitudes and caring behaviours towards animals. Children learn about the world around them. They go on regular nature walks, plant seeds and grow vegetables. Children take part in activities to celebrate religious festivals such as Diwali.

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

- Children make good progress in their communication and language development. Robust and regular assessments successfully identify any gaps in children's learning. As a result, the childminder swiftly liaises with parents and outside professionals, such as a speech and language therapist, to ensure children's individual learning needs are met. A variety of books are available and accessible to children. However, the childminder does not use these consistently to instil a love of reading and broaden children's vocabulary to further extend their speech and language development.
- Overall teaching is meaningful. A well-established key person system ensures that the childminder and her assistants know individual children well. The childminder successfully gathers in-depth information about each child before they start. This ensures all children are provided with sufficiently challenging activities that immediately build upon their interests and what they already know.
- Mathematics is taught in a fun and interactive way. For example, to support children's number recognition, the childminder purposefully places a numbered rug under the base of an outdoor slide. As children slide down, they pick a

number to try and land on. Whatever number the children land on they are then encouraged to count the number of objects on the rug, which further consolidates their learning.

- Children are well-behaved and learn to play cooperatively with their peers in this inclusive setting. When there is conflict, such as a disagreement over a popular toy, the childminder supports children to think for themselves about how to solve it. Children are given praise and appropriate levels of support if needed.
- Children are developing an understanding of healthy eating. They love trying new fruits and vegetables at mealtimes. Parents report that their children are eating healthier at home since attending the provision.
- Although the childminder has a clear intention to support children's independence, occasionally the resources provided are too challenging for children to achieve this successfully. For example, children attempt to pour their own drinks at snack time, but the water jug is far too heavy for them to achieve this without support. At times, children are reminded to wash their hands after sneezing and encouraged to wipe their own noses. However, this is not done consistently enough. As a result, children do not have a clear understanding of what they need to become increasingly independent in managing their self-care needs.
- The childminder establishes strong parent partnerships. She is reflective and seeks regular feedback from parents to continually improve her provision. Parents appreciate daily face-to-face communication and regular updates of children's learning and progression on an online app.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have secure safeguarding knowledge and can identify signs of potential abuse and/or neglect. They know what action to take if they are concerned about the welfare of a child. Children with complex needs have robust care plans in place to ensure their safety and individual welfare needs are continuously met. The childminder implements effective risk assessments to ensure that children can play safely indoors and outdoors. The childminder is confident in the procedures to follow if she has a concern about an adult working with a child or an allegation is made against her.

What does the setting need to do to improve?

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

- increase reading to children in a way that excites and introduces new ideas, concepts and vocabulary to further enhance speech and language development
- support children to implement good hygiene practices and to become increasingly independent in managing their self-care needs.

Setting details

Unique reference number	EY314895
Local authority	Suffolk
Inspection number	10276649
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	2 to 3
Total number of places	12
Number of children on roll	29
Date of previous inspection	26 July 2017

Information about this early years setting

The childminder registered in 2005 and lives in Halesworth, Suffolk. She operates all year round, from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Louisa Taylor

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector and the childminder discussed the impact of the pandemic, and the inspector has taken that into account in their evaluation of the childminder.
- The inspector spoke with parents to gather their views on the childcare provision.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for children's learning. The childminder discussed with the inspector how they ensure both indoors and outside environments are safe and suitable.
- The inspector discussed with the childminder how she will implement the curriculum and support all children to make progress, including how the childminder intends to plan, observe and assess children in their care.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and explored the outdoor environment. The inspector assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder and also discussed self-evaluation.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children.
- The inspector viewed evidence of the suitability of persons living in the household and a selection of other records.

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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