

Childminder report

Inspection date:

28 February 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children are immersed in the highly stimulating learning environment that the childminder creates. They demonstrate high levels of engagement as they play. For example, they concentrate intently as they cut their fruit into small pieces for snack time. Children develop their independence very well. After they have eaten, they put their own plates in the dishwasher. Before they go outside, children flip their coats over their heads skilfully to put them on. Developing self-care skills such as these helps to build children's self-esteem.

The childminder is an excellent role model for positive behaviour and attitudes. As a result, children are consistently kind and caring, and demonstrate a 'can-do' attitude. For example, as they walk to the local duck pond, children patiently wait together on the path and look for oncoming vehicles. They say when it is safe to cross the road and sensibly hold the childminder's hand. Children share resources with little need for encouragement from the childminder. For example, when feeding the ducks, they divide the last piece of bread in half to share. As a result, children have a strong sense of well-being. They create close bonds with the childminder and actively seek her out to join in their play. This shows a true reflection of the attachments the children have formed with her.

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

- The childminder delivers a carefully thought-out curriculum that covers all areas of learning. The ambitious activities and opportunities that she provides allow children to experiment and discover through their play. She skilfully adapts activities to follow the children's lead. For example, as children explore a sensory basket, they begin to count and group objects together. The childminder weaves in challenging mathematical concepts to encourage children to deepen their knowledge of three-dimensional shapes. They recognise a semi-circle and join two together to make a circle.
- Children enjoy frequent visits to exciting new places and explore the world around them. They visit the local library, zoo, farms and playgroups. Children build their confidence as they visit the shop to buy ingredients to make pancakes. This helps children enhance their social skills and learn about the value of money.
- Children hugely benefit from the real-life experiences they have to learn about their local community. For example, when children have an interest in firefighters, the childminder organises visits to fire stations. The childminder invites the police and an ambulance crew to her home where children enjoy exploring the vehicles and uniforms. A local dentist will be visiting the children soon to teach them about the importance of oral health.
- The childminder supports children to develop their communication and language

skills exceptionally well. She continually models language and introduces new vocabulary. For example, as children play with water outside, the childminder challenges them to test whether the shells and stones 'sink' or 'float'. The childminder reads a wide range of stories to children throughout the day, which supports them to develop a love of books. For example, they excitedly recall characters from their favourite books as they go on nature walks. As a result, children learn to express themselves confidently and develop a wide range of vocabulary.

- The childminder works hard to keep her professional development up to date and relevant. She identifies training based on the needs of children in her care. This leads to very positive outcomes for all children, including children with special educational needs and/or disabilities and children who speak English as an additional language. Children affectionately call each other 'lion' in their peers' home languages.
- The childminder ensures that she develops excellent links with local schools and nurseries to support children's transitions. This enables information about children's development to be shared, ensuring consistency across the settings.
- This outstanding and collaborative partnership contributes to the significant progress that all children make across the seven areas of learning. Parents comment that 'the childminder is an extension of their own family', who provides a wealth of support and advice. They feel their children's confidence has hugely improved during their time with the childminder. Parents are fully aware of their children's developmental progress, as the childminder regularly shares updates through excellent communication methods.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has outstanding safeguarding knowledge. She understands local safeguarding concerns, such as county lines and radicalisation. The childminder understands the procedures she must follow if she has a concern about the welfare of a child. She understands the importance of reporting any allegations made against herself or anyone in her household, and knows where she needs to report these. The childminder ensures that the environment is very well organised, clean, safe and secure for children and completes daily risk assessments. The childminder ensures that her training is up to date, including paediatric first aid and safeguarding.

Setting details

Unique reference number	EY486147
Local authority	Suffolk
Inspection number	10264744
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	12
Number of children on roll	3
Date of previous inspection	23 June 2017

Information about this early years setting

The childminder registered in 2015. She lives in Haverhill, Suffolk. She operates her setting all year round, from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has a relevant early years qualification at level 2. She provides funded early education for two-, three- and four-year-old children. The childminder is registered to provide overnight care.

Information about this inspection

Inspector

Rachael Small

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 she ensures that children are kept safe.
- The childminder discussed how she organises the early years provision, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of group activities with the childminder.
- Parents shared their views of the setting and children communicated with the inspector during the inspection.
- 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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