

Childminder report

Inspection date: 20 March 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	Met
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What is it like to attend this early years setting?

The provision is good

Children arrive happily into the care of this warm childminder. An embedded culture of respect between the childminder and children means that all children feel safe and settled in her care. Children behave very well and learn how to share and take turns. The childminder encourages children to use manners, such as saying 'please' when asking for help. She has continuously high expectations for children's behaviour and children rise to this by following the rules well. They demonstrate that they are happy and enjoy attending her warm and welcoming environment. Children settle well in her care. Those who initially struggle to separate from parents come in smiling and are ready to begin their day. They are incredibly confident and make independent choices in activities they would like to do.

The childminder has a clear intent of what she would like children to learn, and children's communication and language skills are well supported. She enthusiastically introduces language, such as 'pincers', when exploring the different characteristics of crabs. She encourages children to think critically, supporting them to identify where crabs live. Children demonstrate their already deep-rooted knowledge by explaining that crabs live in the sand at the beach.

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

- Children have many opportunities to explore their local community and learn about the world around them. They regularly visit local toddler groups and this helps to develop their confidence and social skills. The childminder sensitively supports children in their pronunciation of words. She listens attentively to their ideas and suggestions.
- Children are developing their independence skills, and the patient childminder gives them time to practise these. She supports young children to learn to put on their own coat and they enjoy helping with special tasks, such as helping to tidy away the toys. However, at times, the childminder does not utilise all opportunities to encourage two-year-old children to learn to attend to their own self-care practices. For example, she wipes their noses and washes their hands for them. This does not support them to learn essential skills for the future.
- Children benefit from regular opportunities to experience the outdoors. They enjoy racing up and down the garden on scooters, and the attentive childminder encourages them to adapt to different speeds. Children identify a puddle and enjoy jumping up and down, watching the water splash. The childminder uses this as an opportunity to recall previous learning through a story read earlier. However, while outdoors, the childminder does not consistently ensure that resources offer challenge and inspiration to all children.
- Children demonstrate a love of books and enjoy listening to stories, snuggled up with the childminder. The childminder highlights the importance of developing

early literacy skills and effectively extends on activities with books that add to the overall learning experience. For example, she explores how to use a stethoscope to hear a heartbeat. This activity is extended by reading a story to look at identifying different sounds while out.

- The childminder seeks to continuously improve her practice and regularly gathers the feedback of those who use her service. She has a secure knowledge of the development and learning needs of all children in her care, and confidently uses observation and assessments to help her identify next steps in children's learning. She shares this information regularly with parents and provides them with ideas to work collaboratively to support learning at home. However, the childminder has not fully developed methods to allow parents to effectively share information regarding their child's development before starting at the setting.
- Partnerships with parents are strong. Parents report they are extremely happy with the care their children receive. They celebrate the many skills their children have learned since attending and explain that their development has 'flourished'. Parents value the continuous communication between themselves and the childminder and describe her as 'warm and welcoming'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the different types of abuse, and knows her role and responsibilities in identifying signs and symptoms that may indicate a child is at risk from harm. She confidently demonstrates appropriate action she would take, including reporting to outside agencies. She attends relevant training and has a good understanding of wider safeguarding issues, such as female genital mutilation. She continuously assesses the ongoing suitability of household members.

What does the setting need to do to improve?

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

- provide opportunities to support two-year-old children to learn the skills needed to manage their own self-care practices independently, such as nose wiping and handwashing
- continue plans to review available resources outdoors, to allow these to challenge and inspire children's learning further
- seek more detailed information from parents about children's learning and development on entry to gain a greater understanding of what they already know and can do.

Setting details

Unique reference number	EY227749
Local authority	Suffolk
Inspection number	10280662
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	14 August 2017

Information about this early years setting

The childminder registered in 2003 and lives in Ipswich, Suffolk. She operates Monday to Friday, from 7.45am to 5.30pm, all year round, except for bank holidays and family holidays. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Holly Todd

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 showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents electronically shared their views of the childminder with the inspector.
- 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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