

# Childminder report

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Inspection date: 30 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are keen to arrive at this friendly childminder's home. They bang on the front door, happily wave 'goodbye' to their parents and take off their coats. Children greet their friends with big smiles and ask them if they want to play. They use pretend phones to make calls. Children find their favourite stories and snuggle closely to the childminder as she reads to them. They use construction bricks to make houses. Children adapt their design as they play, telling the childminder, 'This is a trap door'. They use pretend tools to 'fix' their houses. The childminder helps children to be successful in trying new skills. For example, she models how to use pretend tools and steps back to allow children time to practise. As a result, children build resilience and show a can-do attitude to their learning.

Children's behaviour is exemplary. They show high levels of respect and consideration. Children fill baskets with pretend food and ask who would like to be a customer. They thread beads to make 'necklaces' and comment, 'I am making this for you'. Children work collaboratively to complete jigsaws, saying, 'Let me help you'. Children are keen to celebrate each other's achievements, giving each other 'high-fives' when jigsaws are complete.

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

- The childminder tracks children's progress carefully and makes ongoing observations. She identifies children's next steps and can confidently explain what she will do next to support children's learning. The childminder shares children's progress with parents and supports them with ideas to extend children's learning at home. As a result, children make good progress and are well prepared for their next stage of learning.
- The childminder is a positive role model and leads by example. She models turn-taking and good manners effectively. Children thrive because she sets clear boundaries and expectations. They follow instructions and are kind and helpful towards one another. For example, they take pleasure in tidying away toys and moving chairs in preparation for lunch.
- Children have close, trusting relationships with the childminder. They smile with delight as she gives them cuddles. The childminder is quick to praise children, telling them, 'You are brilliant' and 'You are a superstar'. This helps support children's self-esteem and confidence.
- The childminder supports children's mathematical development. She seizes every opportunity to reinforce numbers, counting, and colours. Children use numbers in their play. For example, they pretend to be shopkeepers and say, 'That will be a hundred and fifty pounds please'. Children count beyond 10 and recognise numerals as they play. They turn hands on toy clocks and say, 'It is seven o'clock'.

- Children's communication and language is supported well. The childminder narrates children's play and models good conversational skills. She asks children a range of open-ended questions and allows them time to formulate their answers. For example, children investigate toy ocean creatures in water. The childminder asks, 'What happens if fish come out of water?'.
- The childminder promotes children's good health. She ensures children have daily access to fresh air and exercise. She chats to children about the importance of eating healthily. Children proudly show off their arm muscles and say, 'Vegetables make my muscles strong'.
- Parents say their children have an 'amazing bond' with the childminder and love attending. They say they 'fully trust' her and are impressed with how much progress their children are making. Parents appreciate the childminder's flexibility and comment that they feel fully supported as a family.
- The childminder demonstrates integrity in everything she does. She shows a genuine enjoyment of working with children. The childminder continually strives to produce the best outcomes for children. She engages with a wide range of training and works closely with local authority advisors to evaluate her provision.
- The childminder plans an exciting and varied curriculum for children. However, sometimes, she interrupts their concentration in her enthusiasm to offer different activities. This means that children do not always lead their own play and make their own independent choices.

## Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe and are treated with the utmost respect. The childminder keeps her safeguarding training up to date and has a good knowledge of the different types of abuse and its signs and symptoms. She keeps all required records, including children's attendance, and has clear procedures to follow if she is concerned about a child. The childminder knows how to report allegations against herself or a household member. She knows how to share timely and appropriate information with other professionals. She teaches children about their own safety. For example, she reminds them that grass may be slippery from recent rainfall.

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

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

- support children to make their own independent choices and lead their own play.

## Setting details

<b>Unique reference number</b>	EY101535
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10280067
<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>	3 to 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	9 August 2017

## Information about this early years setting

The childminder registered in 2002 and lives in Carlton Colville, Suffolk. She operates all year round, from Monday to Friday, from 6.45am to 6pm, except for bank holidays, family holidays and Christmas. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Helen Oakden

### 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 her evaluation of the setting.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- Children spoke to the inspector about the activities they were doing.
- The inspector observed the quality of education being provided both indoors and outdoors.
- The childminder provided the inspector with a sample of relevant documentation on request.
- A number of parents provided written and verbal feedback and the inspector took account of their views.

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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