

# Childminder report

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Inspection date: 31 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>Good</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 show they feel happy and secure in the childminder's care. They settle in with ease and are happy to explore the environment and resources. Children demonstrate their confidence as they seek to engage and interact with visitors. They enjoy conversations with the childminder. The warmth of their relationships is clear to see as they laugh and explore in their play together.

Children develop their independence through activities and visits that the childminder has planned. For example, trips to the local library provide opportunities for children to find books that support their interests. They think of a question and then search for books to help them find the answers. Children then learn how to scan their books to take home.

The childminder knows her children very well. This supports children to make good progress in all areas of learning. Children's interests inform the planning and delivery of a well-thought-out curriculum.

Children's communication and language is well supported. The childminder has focused on creating cosy areas for children to read their books. They make the most of this and enjoy reading to the dolls inside their tent. They sing along to nursery rhymes and enjoy repeating words back to the childminder.

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

- The childminder has an excellent working relationship with other local settings. They work well together to support children in their next steps. The childminder uses her knowledge of what children will be doing at other settings to help prepare them for transition. For example, she knows children will sit at a table for snack time. She prepares children in advance, so they are able to do this when they start.
- The childminder focuses on developing children's confidence and resilience. She introduces activities that challenge children and offers support when needed. The childminder gives lots of praise and encouragement to help children to persevere.
- Children's behaviour is good. The childminder sets clear rules and boundaries. She always follows through with good explanations to help children understand.
- Children have opportunities during their play to take appropriate risks. For example, the childminder encourages children to have a go on the trampoline at the local playgroup. If children are hesitant, she offers support and encouragement. She shows them how to hold on to the bar while they bounce, and she stays close by. As children's confidence increases, she takes a step back and allows them to play on it on their own.

- The childminder tracks and monitors children's progress. This helps her decide what to teach next and why. This is also shared with parents to help support their child's learning at home.
- Parents comment on how incredibly caring and accommodating the childminder is. They praise her focus on outdoor play and exploring. They say that the childminder knows their children and routines very well.
- The childminder plans some activities for children to learn about the wider world. For example, children enjoy visiting the library and trips out in the local community. However, the childminder does not use all opportunities available to broaden children's understanding of the world around them, particularly in relation to different people and their cultures.
- Children experience a wide range of engaging activities. This helps them to develop their social skills and gain an understanding of the world around them. For example, the childminder takes children on train rides. The plan is to encourage children to talk to staff at the train station to buy their ticket. Children also show their tickets to the conductor. Other trips include visits to the local library, arts centre and local farm, where children can feed the animals.
- Children learn the importance of good hygiene and self-care skills. They wash their hands when they first arrive and before they eat. The childminder encourages children to do this independently, but offers support if necessary.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms that may indicate a child is at risk of harm. She understands the procedures to follow in the event of a concern and also discusses how she records any relevant information. The childminder attends safeguarding training to keep her knowledge up to date. She keeps children safe through risk assessments when they are out of the house. The childminder carries out risk assessment of all areas in her home and garden, and puts relevant safety features in place where needed.

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

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

- strengthen professional development in order to support children's understanding of other people, communities and cultures and increase their knowledge of the wider world.

## Setting details

<b>Unique reference number</b>	EY444242
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10280546
<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 8
<b>Total number of places</b>	2
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	24 August 2017

## Information about this early years setting

The childminder registered in 2012 and lives in the village of Cotton, close to Stowmarket in Suffolk. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Nina Hopson

### 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 provider and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting 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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