

Childminder report

Inspection date: 30 March 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 thrive in this welcoming setting and relish the variety of outdoor play and learning opportunities. They build secure bonds with the childminder and her assistant, seeking them out for reassurance or comfort, when needed. Children respond positively to prompts to get ready for routine events throughout the day, such as going on a walk. They recall the key steps for different activities, confidently making choices and demonstrating good self-care skills. They tell the inspector what is happening next and what to do.

The childminder encourages children to try things for themselves and has high expectations for what they can achieve. From a young age, children put on all-weather suits and waterproof boots, eager to get outside. They delight in splashing in puddles at the beach and sit quietly to watch nesting ducks at a local pond.

Children are imaginative and curious. They show an interest in the world around them and enjoy making up games to play with their friends. For instance, they take turns to ride balance bicycles up small hills in the garden, while a friend pretends to be a traffic conductor, telling them to 'stop' and 'go'.

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

- The childminder is highly organised. She thoughtfully gathers feedback from parents and reflects on children's experiences, with her assistant. She uses this information to shape her provision and service. For example, the childminder has introduced highly successful 'family days', which include activities and socialising opportunities for families in the setting as well as outings in the local area.
- Children demonstrate strong speech and language skills. The childminder presents them with interesting vocabulary, particularly around nature topics. Her childminding assistant makes use of songs and nursery rhymes throughout the day. Babies delight in a rendition of 'Dusty Bluebells' as she weaves the pushchair around bollards at the beach.
- Parents praise the 'loving and nurturing' childminder and assistant. They report that they 'love the family days' and the range of activities provided daily. They comment on the excellent communication between home and the setting and how well-informed they feel about their children's learning and experiences. Parents note how much their children enjoy attending and the skills they have developed as a result.
- The childminder has carefully created an outdoor space that challenges children's physical skills in a variety of ways. Children enjoy lots of different textures, surfaces, slopes and equipment. Babies laugh delightedly as they sway in the tree swing, while older children explore bug hotels and balance on log slice piles.

- The childminder is committed to her own continuous professional development and shares information and ideas with her childminding assistant regularly. She has recently undertaken specialist training on teaching in a beach environment and has used this to plan events to promote children's and families' understanding of the local ecosystem.
- Children develop good safety skills. Before leaving the setting to go on a walk, they find a friend to hold their hand or choose a pushchair handle to grip. Children listen carefully to instructions and older children confidently recall road safety rules. At times, older children stop play in the garden to allow a toddling baby to cross a space safely.
- The childminder uses her observations and information from parents to make accurate assessments of children's learning. She plans activities to reflect their individual needs, as well as the seasons and events in nature.
- The childminder and her assistant introduce lots of concepts and vocabulary on outings and during activities. Children enjoy recalling these interesting new words and are keen to explore new ideas. However, at times, the childminder does not extend discussions or expand on answers to help children gain a deeper knowledge and understanding.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant know the signs and symptoms that may indicate a child is at risk of harm. They understand how to identify and report concerns, including those regarding the behaviour of an adult. The childminder ensures that they both keep their knowledge up to date with regular training and refresher discussions on key topics, such as the 'Prevent' duty. She also teaches children how to keep safe when on outings, such as rules to stay in sight and how to walk carefully next to roads. She sets clear expectations for behaviour that help to keep children safe.

What does the setting need to do to improve?

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

- extend and enhance the approach for developing children's specific knowledge to enable them to build a deep understanding and make links in their learning.

Setting details

Unique reference number	EY395370
Local authority	Suffolk
Inspection number	10280307
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 6
Total number of places	12
Number of children on roll	13
Date of previous inspection	16 August 2017

Information about this early years setting

The childminder registered in 2009 and lives in Lowestoft, Suffolk. She works with an assistant in a purpose-built cabin in her garden. The childminder operates all year round, except for bank holidays and family holidays. Her operating hours are 7.30am to 4.30pm from Monday to Wednesday, 7.30am to 5.30pm on Thursday and 8.30am to 2.30pm on Friday. She holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kate Oakley

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 provision.
- The childminder took the inspector on a learning walk across all areas of the premises to explain how the early years provision and curriculum are organised.
- The inspector observed the quality of interactions during activities, indoors and outdoors (including an outing in the local area), and assessed the impact this has on children's learning.
- The childminder completed a joint observation and evaluation of an activity with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons living and working on the premises.
- The inspector held discussions with the childminder, childminder's assistant, children and parents at appropriate times during the inspection. She also took account of the views of parents through written feedback provided.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023