

# Childminder report

---

Inspection date: 13 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happily, excited to see their friends. The childminder greets them with a warm welcome. She helps them to put away their coats and shoes. This helps to reassure children and gives them a sense of belonging. Children independently explore the environment and resources available, self-selecting activities they would like to do. The experienced childminder has created an adaptable play environment that supports all children to develop a love for learning. The childminder knows the children in her care well and this allows her to tailor the curriculum to each child's individual needs and interests.

Children are well behaved and are polite to each other. They respect the choices of others and take turns well. Older children encourage young children to join them in their play and enjoy working cooperatively together to complete puzzles. Children develop a sense of responsibility with the childminder. They enjoy carrying out special tasks, such as helping to put away toys. Older children help young children solve their conflicts with others. The childminder supports children to develop a love for the outdoors and to be physically active in their play. They smile while riding scooters in the sun, seeing how fast they can go with their friends.

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

- The childminder supports children to develop an understanding of their local community. Children benefit from walks to their local shop and regularly visit the parks. The childminder encourages children to learn about the changing environment around them and discusses the different seasons with them.
- Children understand early mathematical concepts that are appropriate to their age. Young children learn to identify and recognise number names during group activities and older children show confidence as they count numbers up to 10 in a different language. The childminder is passionate in supporting children to learn about and celebrate different cultures to their own. For example, children enjoy discussing their own similarities and differences when engaging in make-believe play with the childminder.
- Children are becoming increasingly independent in managing their own self-care needs. They attend to their own toileting needs and wash their hands confidently without support. Children learn about the importance of a healthy lifestyle. The skilled childminder talks to children about different vegetables they find in the home corner and how these are 'good foods'. Older children show their embedded understanding by talking about which foods are unhealthy. However, the childminder does not consistently support children to develop good communication and language skills. For example, young children talk with dummies in their mouths, which affects their ability to pronounce words correctly.

- Children maintain high levels of concentration and interest throughout the day. They enjoy working with their friends in the mud kitchen outside to create their own 'soup'. They confidently use available resources from the garden, such as plants, to aid their imagination further. Children confidently use the tap in the garden to add water into their play, showcasing their secure knowledge as they fill their bowls to the top without spilling it.
- The childminder has a secure understanding of the areas of learning that she teaches. She uses observation to assess what children have learned during activities. She confidently uses this information to identify next steps in children's learning. However, at times, the childminder does not ensure that her teaching challenges children's learning enough and builds on what they already know and can do.
- Partnerships with parents and other professionals are good. Parents are grateful for the nurturing care their children receive from the childminder. They explain that she is 'brilliant' and they can see the progress their children are making in their learning. They explain that their children love attending and they appreciate the varied outings their children are taken on.
- The childminder values her own professional development and reflects on the provision that she offers. She accesses a range of professional development opportunities to improve upon her own practice, including a speech therapy course to support children's communication and language skills further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her own roles and responsibilities for keeping children safe from harm. She attends regular training to ensure that her knowledge is kept up to date and relevant, including on wider safeguarding issues such as preventing radicalisation. The childminder is confident in her process for recording and reporting concerns and where to seek additional support if needed. The childminder regularly assesses the ongoing suitability of household members and highlights action she would take if an allegation was made against them or herself. The childminder completes risk assessments for all outings. This ensures that all the experiences she offers children are safe and suitable.

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

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

- develop strategies to support young children to learn good communication and language skills
- deliver a curriculum for older children that challenges what they already know and can do.

## Setting details

<b>Unique reference number</b>	EY299245
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10280055
<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>	0 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	12 September 2017

## Information about this early years setting

The childminder registered in 2002 and lives in Leiston, Suffolk. She operates from Monday to Thursday, from 7.30am until 6pm, all year round, except for family holidays. She holds a relevant childcare qualification at level 2. The childminder provides funded early 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 her evaluation.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises the early years provision.
- The inspector observed the interactions between the childminder and children. The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector. Children also spoke to 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023