

# Childminder report

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Inspection date: 14 April 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	Inadequate
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## What is it like to attend this early years setting?

### The provision is good

Children benefit from much improved health and hygiene arrangements, helping to ensure that they are kept healthy and safe. For example, since the last inspection the childminder has revised where children sleep, to ensure that they sleep comfortably and are checked regularly. Children are learning about the importance of good hygiene. They are helped to manage their own shoes and coats before going outside to play. The childminder offers appropriate support. Children readily invite her to share in their play and learning. They develop the key skills needed to be ready for the next stage in their learning, such as starting school.

Children enjoy their time in the setting and make good progress. The childminder plans activities that consider children's interests and learning needs. For example, children enjoy exploring textures using kinetic sand. The childminder adds moulds and scoops to promote the development of the muscles in children's hands, ready for writing. The childminder chats to children as they play. She introduces new vocabulary and encourages children to repeat back unfamiliar words. Children play imaginatively, pretending to make magic spells with the sand. They play well together, sharing popular resources.

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

- The childminder is committed to the continuous improvement of her setting. She has worked with the local authority to take effective steps to address the actions set at the last inspection. The childminder now understands the ratio requirements and works within her registered numbers.
- The childminder talks knowledgeably about the children in her care. She knows about children's home lives and talks to them about their families, enhancing their sense of belonging. Children arrive happily, excitedly calling through the gate to the childminder. They have very close emotional attachments to her. The childminder readily gives hugs when they are needed.
- Children are confident communicators. The childminder encourages them in conversation and actively listens to what they have to say. She is engaged in the children's play and plans activities that build on what they already know. However, some children flit from activity to activity. The childminder does not always support them well enough to remain interested, concentrate and persevere.
- The childminder provides age-appropriate toys and resources, both indoors and outside. Children choose freely from the toys available to them, effectively supporting their independence and sense of belonging. However, the childminder sometimes interrupts children's play and learning to move on with routines of the day. When children do become engrossed in activities, they are not always given the opportunity to complete them.

- The childminder treats children with positive regard. She sets clear, age-appropriate boundaries for the children and gently reminds them of these throughout the day. Children are encouraged to consider the needs and feeling of others, share and take turns. They are reminded about the need to use please and thankyou. They respond well to the childminder's high expectations.
- Children have daily opportunities for exercise and fresh air, helping to promote their good health and physical well-being. The childminder plans outings into the local community. Children learn about people and communities beyond their immediate experience.
- Parents spoken to at the inspection state that they are happy with the service provided by the childminder. They report that communication is good. The childminder keeps them fully informed about their child's day and learning. Parents appreciate that the childminder is flexible to meet their childcare needs.
- The childminder is committed to her professional development. She maintains mandatory training, such as paediatric first aid. The childminder completes other training that she believes will be useful to her practice. For example, she has recently completed training in how to manage the individual needs of children with special educational needs and/or disabilities. She stated that she now has the knowledge to support any child.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has recently attended training in child protection, to ensure that she remains up to date with latest legislation and guidance. She is aware of her responsibility to keep children safe and protect their well-being. The childminder talks confidently about the indicators of abuse and knows what to do if she has a concern. She is aware of wider safeguarding issues, such as the 'Prevent' duty. She knows how to identify and support children and families who may be drawn into extreme behaviours or views.

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

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

- strengthen teaching skills to support children to concentrate, remain interested and persevere in activities
- give children notice of when activities need to change.

## Setting details

<b>Unique reference number</b>	2577845
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10267254
<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>	2 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	11 November 2022

## Information about this early years setting

The childminder registered in 2020 and lives in Ipswich, Suffolk. She provides care all year round, from 7am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate early years qualification at level 6.

## Information about this inspection

### Inspector

Jacqui Mason

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The childminder and the inspector held a discussion about how the childminder organises the early years curriculum.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed an activity and jointly evaluated this with the childminder.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke to, and played with, the inspector during the inspection.
- Parents shared their views of the setting with the inspector.

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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