

Childminder report

Inspection date: 27 April 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time at the childminder's house. They demonstrate they are happy and settled in her warm and welcoming environment. Children form close and respectful relationships with the childminder and each other. Children enjoy taking on responsibilities, such as helping to tidy away toys. They smile as they sing the 'tidy-up' song, while putting resources back where they belong.

Children are developing a love of literature. The childminder reads to children in a way that captivates their attention. She pauses, giving children time to recall and anticipate what might happen next in the story. Children enjoy identifying the different animals that they see. They practise their newly developed vocabulary and use this confidently within their play.

Children behave well. The childminder adopts a calm and supportive environment, which allows children to learn and practise skills of turn taking and sharing. Children enjoy playing cooperatively together while creating their own 'ice-cream' shop. They take it in turns to share the 'sprinkles' and demonstrate politeness to each other by saying 'please'. The childminder provides swift guidance to children who need support with waiting. As a result, children are learning essential skills for the future.

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

- The childminder provides children with a well-planned and sequenced curriculum. She has a clear intent of what she wants children to learn during their time in her care. The childminder effectively builds on children's knowledge and encourages them to recall previous learning during activities. For example, children enjoy participating in a painting activity and create their own 'butterflies'. The skilled childminder extends on this and revisits a book they had read together earlier in the day, which discussed the life cycle of caterpillars and butterflies.
- Children enjoy learning about what makes them healthy. Together, they investigate the different characteristics of the fruit that they eat at mealtimes. Children show high levels of fascination, as they identify the avocado, and explore what this looks like inside. Children are mesmerised as the childminder reveals the stone in the middle of the fruit. They enjoy feeling the texture of the skin, and the enthusiastic childminder introduces new vocabulary, such as 'bumpy'.
- Children learn about and explore their local community in exciting ways. They regularly go on outings to the local beach and enjoy their first ride on a bus. They enjoy visiting a nearby farm and talking about the different animals that they see. However, the childminder has not yet developed effective ways to

broaden children's understanding of the wider world, including developing an awareness of cultures beyond their own.

- Children regularly attend groups within the local community. They enjoy being active while visiting a local soft-play centre, practising their jumping and balancing skills. However, the childminder has not yet fully developed a curriculum that supports children's physical development. This includes having regular opportunities to practise and develop their fine motor skills, in preparation for their next stage in education.
- The childminder has formed wonderful relationships with parents who attend her setting. Parents speak highly of the childminder and the care that she provides for their children. They state that the childminder goes 'above and beyond' for all children. Parents highlight the significant achievements children have made in their development and state that this is due to the support children receive from the childminder. Parents explain that children often come home and excitedly share information about their day, highlighting that they feel happy, safe and secure while in the childminder's care.
- The childminder values partnership working with other professionals. She has formed good relationships with local childminders in her area and uses this to share knowledge and expertise to improve outcomes for all children. The childminder regularly seeks feedback from the local authority on the service that she offers to children. This allows her to make well-informed changes to further improve her provision.

Safeguarding

The arrangements for safeguarding are effective.

Promoting children's safety and emotional security is prioritised by the childminder. She has a very good understanding of the signs that may indicate a child is at risk of harm. The childminder is confident in her process to record and report any concerns. She has a good knowledge of wider safeguarding issues, including the importance of monitoring children's attendance. The childminder is confident in the action she would take if an allegation was made against herself or another household member. She completes detailed risk assessments of her play environment and outings which children experience, to ensure that they 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:

- provide opportunities for children to learn about different cultures to their own in order to help extend their knowledge of the world around them
- continue to deliver a curriculum that supports children to build on their physical development, including their fine motor skills.

Setting details

Unique reference number	2624877
Local authority	Suffolk
Inspection number	10281092
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Felixstowe, Suffolk. She operates on Monday and Tuesday, from 8.15am until 5.15pm, all year round, except for family holidays. Additional days may be available upon request. The childminder provides funded early years 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 their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision, including how she plans her curriculum and experiences for children.
- The inspector spoke to children to find out about their time and what they enjoy doing at the childminder's house.
- The inspector observed the interactions between the childminder and children and assessed the impact this had on children's learning. The inspector and the childminder reflected on a learning experience provided for the children.
- Parents shared their written feedback of the childminder 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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