

Childminder report

Inspection date: 27 April 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children thrive with the childminder, as they have very good relationships with her and with the other children. The childminder knows the children well, which enables her to respond quickly to their needs. Children are very happy, settled and treat the setting like their home. They make choices about how they spend their time, moving around the garden and home with ease. Children know where all the resources are and that they can transport them where they want to play. They have very strong attachments to the childminder who they go to for a cuddle.

Children's physical skills are enhanced through the opportunities they have to build on what they know and regularly practise. They have many opportunities to develop their large muscles, for example when they ride on tricycles. Their fine motor skills are also developing as they use their fingers to pick up small items, such as their lunch.

Children's independence is growing as the childminder encourages them to do things for themselves, gaining more confidence as they achieve their tasks. They can independently wash their hands, using a stool to reach the sink. Children are thrilled when they follow instructions and smile when they receive praise. They behave very well and listen to what is being asked of them. Children are learning to play together and enjoy each other's company, giggling together as they have fun.

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

- The childminder sees huge benefits in spending time outside. She has thoughtfully designed her garden into lots of interesting areas for children to readily explore. Children share the childminder's enthusiasm of the outdoors and show a real interest. They stop and listen to the birds, pointing upwards. They help to plant seeds, take care of them and watch the plants grow. Children particularly enjoy loose-parts play. For example, they play cooperatively with the cardboard tubes talking into them, while other children hold them to their ears.
- The childminder knows the children very well and understands where each of them are in their learning and what they need to develop. However, when planning activities, the childminder does not always focus on what she intends children to learn. As a result, the intended learning is not always achieved.
- The childminder focuses on developing children's language and communication. She spends a lot of time reading with the children. They enjoy familiar stories and get excited as they know what to expect on the next page. The childminder uses simple words and sentences to help children to develop their vocabulary further. She repeats words clearly so children hear the correct pronunciation and can copy the words.
- Children are well supported to share and take turns. The childminder ensures

there is more than one of the same resource, and asks the children to take one each. Mathematics is threaded through daily activities, such as recognising numbers on doors. The childminder regularly counts with the children, and they join in.

- Partnerships with parents are one of the childminders' key strengths. Parents comment about how the childminder gives them helpful advice and supports them through children's different developmental stages. Parents are also visibly comfortable at the childminder's. They enjoy long conversations about their child's day and learn about their development at collection time.
- The childminder takes children to a range of groups so they can enjoy music and dance and be part of a larger group. She plans a range of different experiences for the children to enjoy. For example, they go on trains, buses and visit farms. All of these experiences add to children's developing knowledge of the world around them.
- The childminder makes links with other professionals who offer her advice and guidance. She works well with other settings that children regularly attend. They share information to help to support children's learning and development. Transitions to school are effective, with good communication between the childminder and the school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her responsibility to safeguard children. She accesses regular training to help her have the knowledge to identify children who are at risk of abuse. The childminder is vigilant and knows how to make referrals, following the information set out in her safeguarding policy. She is aware of the wider safeguarding concerns, such as county lines. The childminder's home is safe and secure. She identifies risks in her home and takes steps to minimise them.

What does the setting need to do to improve?

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

- enhance the planning of activities to ensure the intent is clear so that learning is embedded.

Setting details

Unique reference number	EY414964
Local authority	Suffolk
Inspection number	10280761
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	0 to 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	26 September 2017

Information about this early years setting

The childminder registered in 2010 and lives in Ipswich. She operates all year round, from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early years education for children aged two, three and four years.

Information about this inspection

Inspector

Emily Holt

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 provider and the inspector discussed their curriculum and what it is that they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The provider and the inspector carried out a joint observation together.
- The inspector spoke to children during the inspection.
- The childminder showed the inspector documentation to demonstrate her suitability.

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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