

# Childminder report

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Inspection date:

27 April 2023

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## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is outstanding

Children are the centre of this exceptional setting. The childminder's nurturing and loving approach allows children to feel safe and secure. They flourish and make excellent progress in this highly exciting learning environment. Children enjoy meaningful interactions with the childminder, which ignite their curiosity and interest. Children are deeply engaged and completely immersed in their learning. For example, during a nature walk, children become extremely inquisitive. They explore the woods, lift logs and discover woodlice. The childminder engages children in conversation to extend their learning. They talk about the 'feelers' on the woodlice and their 'hard shell'. Experiences are carefully and expertly planned and sequenced by the knowledgeable childminder. Children have a marvellous time as they learn through each new adventure.

Children show a sense of wonder in their learning. They giggle and laugh as they let go of leaves, and watch with fascination as they move in the wind. The childminder introduces new words into children's vocabulary, such as 'windy' and 'rustling', when describing the wind and the leaves. Children look at the life cycle of frogs through exciting planned activities. They learn that tadpoles grow into frogs.

Children's behaviour is exemplary. The childminder is an excellent role model. Children are kind and polite to each other, readily taking turns and sharing. They have positive attitudes to their learning.

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

- Children access a meticulously well designed curriculum that is extremely inclusive. The childminder ensures that every child makes the best possible progress in their learning. Children are actively engaged in exciting activities. They take enormous delight in sharing their home diaries with each other. They remember past events, such as cooking and painting. Children recall in-depth information that exceeds expected levels of attainment for their age. The quality of teaching across the setting is outstanding.
- The childminder expertly provides children with mathematical problems that challenge their thinking. The childminder asks the children to compare the size of the trees in the woods. She uses mathematical concepts, such as 'bigger' and 'smaller', when describing the differences. Children demonstrate early counting skills as they collect sticks and leaves.
- The childminder provides the children with a wealth of amazing learning experiences. They visit the farm and the seaside, as well as forest school and dance classes. Children travel on a train, ride on a bus, grow fruit and vegetables and explore the woods. These real-life experiences make learning relevant and memorable for children. They learn about the wider community,

which enriches children's lives.

- Children benefit from an environment that is superbly rich in language. The childminder talks to children constantly as they play and during routine activities. She is highly skilful at interweaving open-ended questions in her interactions with children. The childminder gives the children ample time to respond and fully express themselves. For example, when reading a favourite book, children know the language and eagerly join in.
- The childminder carefully intervenes with play, seizing opportunities to help children learn. Children identify that when they putt a toy car down the ramp, it does not go into the bucket. The childminder talks to the children about moving the bucket. Children display impressive levels of concentration. They show perseverance as they position the bucket to catch the toy car. Children learn to solve problems and demonstrate an extremely positive attitude toward learning.
- Storytime is a joyous occasion. Children squeal with excitement as they snuggle up to the childminder as she reads a story. Children turn the pages over. The childminder changes the tone of her voice, capturing their imagination as she brings the story to life. Children point to pictures of caterpillars in the story. The childminder builds on their knowledge by recalling past learning. She discusses the life cycle of a butterfly and introduces vocabulary, such as 'cocoon', 'caterpillar' and 'butterfly'.
- Partnership with parents is superb. They comment on the exciting activities the childminder offers their children. Parents state there is a real emphasis on exploring nature through play. They report that the childminder is professional, calm, caring and enthusiastic. Parents all state that they could not think of any way in which she could improve her setting. They comment that they value the home visits and settling-in sessions, stating that the childminder is 'wonderful' and 'amazing'.

## Safeguarding

The arrangements for safeguarding are effective.

Children's ongoing safety and well-being are central to the care the childminder provides. She is trained to a high level in safeguarding children, and displays great knowledge of how to protect and keep them safe from harm. She is clear about the possible signs that may indicate that children are being abused or neglected and what she needs to do to protect them. She makes sure that her knowledge of safeguarding remains up to date, for example through taking note of regular online updates. The childminder knows how to record any concerns and who to report them to, including any allegations against herself or a family member. She has a sound knowledge of local safeguarding concerns, such as radicalisation and county lines.

## Setting details

<b>Unique reference number</b>	EY379178
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10280756
<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>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	7 September 2017

## Information about this early years setting

The childminder registered in 2008 and lives in Martlesham, near Ipswich, Suffolk. The childminder operates during term time from 7.30am until 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

## Information about this inspection

**Inspector**  
Diane Middleton

## 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 provider and has taken that into account in their evaluation of the setting.
- Children communicated with the inspector during the inspection.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Discussions were held between the childminder and the inspector to help establish the childminder's understanding of how to safeguard the children in her care.
- The inspector spoke to parents, viewed written testimonials and took account of their views.
- The inspector looked at a sample of the childminder's documentation, including evidence of qualifications and the suitability of those living on the premises.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector viewed the areas of the childminder's home and garden that children use.

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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