

# Childminder report

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Inspection date: 15 May 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

The childminder establishes strong emotional bonds with the children in her care. They readily go to her for reassurance and support as they play and learn. Children are happy and settled. They play well together and learn to negotiate the use of toys and equipment. Children use please and thankyou and respond positively to the childminder's high expectations. For example, when playing a lotto game, children are reminded about the need to take turns. They understand and include each other in the game. The childminder chats to the children as they play, providing a running commentary and encouraging their responses. She introduces counting, helping children to predict and count how many lotto pieces they still need.

Children readily choose what they want to do. Toys and resources are mostly stored well, to enable children to select for themselves. This effectively promotes their developing confidence and independence. Children play imaginatively. They confidently pretend that one object represents another, such as using pieces from a puzzle as cake as they create a 'birthday party'. Children use large, plastic tweezers to pick up items and transfer them between containers. This helps to develop the muscles in their hands, ready for writing.

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

- The childminder has taken positive steps to address the actions set at the last inspection. For example, she has refreshed her safeguarding knowledge. She has also revised how she records care plans for individual children, to ensure that their health needs are documented and met.
- Children develop a good sense of belonging. The childminder finds out about their individual routines for sleeping and feeding through her discussions with parents. She continues these, promoting continuity of care. The childminder is a good role model. She is calm and gentle and treats children with positive regard.
- The childminder knows where the children are in their learning and takes this into account when planning for their next steps. She provides a curriculum that is interesting and motivates children to play and learn. The childminder challenges children's learning and adapts activities, so that all children can participate at their own level. All children are included well in the activities and routines of the day.
- The childminder monitors the progress of the children in her care. She identifies any emerging gaps, so that appropriate intervention can be implemented. When purchasing new resources, the childminder considers children's individual needs. Children manage their own self-care needs, relevant to their age and stage of development. They develop the key skills needed to be ready for school.
- The childminder carefully promotes children's critical thinking skills. She asks

questions to challenge their thinking and gives them time to consider and express their own responses. Children are encouraged to repeat words back to the childminder and become confident communicators.

- Children benefit from weekly trips to the local library, where they choose which books they want to borrow for the week. However, in her home, the childminder stores books on a shelf in the corner of the lounge, where they are not readily accessible or inviting. This does not encourage children to want to access them and does not sufficiently encourage them to pursue their interest in books and their early reading skills.
- 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.
- The childminder is committed to the continuous improvement of her provision. Following her last inspection, she has completed training to help ensure that she is meeting children's individual needs. She also maintains mandatory qualifications, such as paediatric first aid.
- Written testimonials from parents demonstrate the high regard they have for the childminder. They are reassured by her 'caring nature and warm-hearted personality'. Parents report good levels of communication that is 'frequent, honest and supportive'. They feel well informed and that their own values and opinions are respected.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has renewed her child protection training. She understands the indicators that children may be at risk of abuse and/or neglect. She is aware of what is happening in children's home lives and knows how to respond appropriately. She understands the importance of recording concerns and knows where to seek professional advice or make a referral. The childminder is aware of wider safeguarding issues. For example, she has completed training in the 'Prevent' duty to help her recognise when children or families are at risk from extreme behaviours or views. She knows what to do if she is concerned.

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

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

- build on the opportunities children have to develop their interest in books and reading materials.

## Setting details

<b>Unique reference number</b>	EY355500
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10269910
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	5 December 2022

## Information about this early years setting

The childminder registered in 2007 and lives in Bury-St-Edmunds, Suffolk. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder only offers before- and after-school care on Fridays. She provides funded early education for two-, three- and four-year-old children.

## 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 provider.
- The childminder talked to the inspector about how she organises the early years curriculum.
- The inspector observed the quality of teaching during activities 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.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the setting through written testimonials.

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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