

Childminder report

Inspection date: 11 May 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and content in this homely and caring environment. They enjoy warm and positive interactions with the childminder and her assistant. Children invite them into their play which demonstrates they feel safe and secure. They have a positive attitude to learning. Children fill pots and cake moulds with sand and tell the childminder 'It's a strawberry cake', 'My favourite'. The childminder revisits activities to ensure children retain and recall embedded knowledge. For example, as children play in the mud kitchen they give the childminder a cup of pretend tea and remind her 'to blow, it's hot'. The childminder supports children to learn new skills. She teaches them they need to move their legs in and out for the swing to move. Children beam with delight as they persevere in mastering this new skill and go backward and forward on the swing.

The childminder plans activities that captivate children's curiosity and motivation to learn. Children become engrossed as they sow seeds with the childminder. They count the scoops of soil into the flower pots and work cooperatively with their friends to put the seeds in the soil. The childminder skilfully extends their thinking. For example, she asks questions, such as 'What do you think seeds need to grow'? Children call out 'water' and 'sun'. Babies explore sand and watch in anticipation as it falls through their fingers.

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

- The childminder offers a broad and ambitious curriculum that builds on what children know. She and her assistant have a sound knowledge of each child's next steps and what they want to teach them. As a result, children are thriving and making good progress in their learning.
- Children behave well. The childminder models manners and encourages children to say 'please' and 'thank you'. Children show positive attitudes towards each other and play well together. You can hear a hive of excitement as children pick dandelions to feed the guinea pigs. Children show great resilience as they wait their turn to feed them.
- During play, the childminder helps children to become familiar with numbers, such as by counting. Younger children practise their counting skills as they build a tower with blocks. Older children count and name the shapes they have drawn and say which one is 'bigger' and 'smaller'.
- Children go on regular outings. These experiences enrich their knowledge and give them the opportunity to discover and explore the world around them. Children enjoy visiting the farm, park and other places of interest. They attend toddler groups and meet up with other childminders.
- The childminder seeks further professional development for herself and her assistant to underpin their good practice. However, this does not focus most

specifically on developing an expert knowledge of teaching and outstanding outcomes for children.

- The childminder supports children's communication and language skills well. She narrates what the children are doing, exposing them to a language-rich environment. The childminder repeats words back to the children, using the correct pronunciation. This enables children to further develop their communication and language skills.
- The childminder promotes children's self-care and independence. Babies feed themselves. Older children peel and cut their fruit using a safety knife. Children put their coats and shoes on when going outside. They know to wash their hands before mealtimes. As a result, children develop important skills that help to prepare them well for their future learning.
- The childminder encourages children to develop a love of books and reading. She provides a wide range of books for children of all ages to access freely as they wish. Children listen to songs and rhymes throughout their day. As children play, you can hear the sound of them singing one of their favourite songs, 'Old MacDonald had a farm'.
- Parents speak extremely highly of the childminder's care and the education she offers their children. They provide comments, such as 'our children are thriving', 'learning new skills all the time', 'impressed by the friendly and caring atmosphere', 'incredible communication' and 'well informed of our children's progress'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant demonstrate a strong understanding of safeguarding issues. They know the signs to look out for and the process to follow to ensure that children are safe from harm and abuse. The childminder and her assistant know the procedures to follow in the event of any allegations against themselves or any member of the childminder's household. They have a secure understanding of wider safeguarding issues. For example, female genital mutilation and radicalisation. Safety gates are secured in appropriate places to ensure the safety of all children. Children are well supervised.

What does the setting need to do to improve?

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

- seek further ways to develop outstanding teaching practices and outcomes for children.

Setting details

Unique reference number	251274
Local authority	Suffolk
Inspection number	10285770
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 7
Total number of places	6
Number of children on roll	10
Date of previous inspection	18 October 2017

Information about this early years setting

The childminder registered in 1999 and lives in Bramford, Suffolk. She operates all year round from 8am until 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder works with an assistant. She provides funded early education for two-, three- and four-year-old children.

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, assistant and the inspector, to help establish their understanding of how to safeguard the children in their care.
- The inspector viewed the written testimonials of parents and took account of their views.
- The inspector looked at a sample of the childminder's documentation, including evidence of the suitability of those living and working 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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