

# Childminder report

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Inspection date: 30 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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

The children arrive happily at this setting and are warmly greeted by the childminder. They demonstrate that they feel happy and settled in the childminder's care. The attentive childminder provides children with individual attention. This helps new children to settle quickly into the environment. The children form close relationships with the childminder and each other. They excitedly greet their friends by name as they arrive in the morning. They benefit from visiting local toddler groups. This helps to develop their confidence in socialising with other peers.

The childminder has high expectations of children's behaviour. The children are learning the skills needed to share and take turns effectively. When children struggle with this, the childminder supports children to practise the skill of waiting and provides them with continuous praise and reassurance. The childminder creates a culture of respect, and children enjoy taking on the responsibility of small tasks such as helping to tidy away the toys.

The childminder focuses on promoting children's independence from a young age. For example, young children learn successful techniques to allow them to put on their own coats independently. Older children independently attend to their own toileting and handwashing, and they cut up their own fruit at mealtimes.

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

- The childminder has created a curriculum that explores children's natural curiosity of the world around them. She uses her years of being an experienced childminder to skilfully incorporate different areas of learning into her teaching. For example, children enjoy planting different fruits and vegetables in the garden and learn how to take care of them. Children confidently explain that plants need water and sunlight to grow.
- The children's communication and language skills are well supported. The childminder sits at the children's level and introduces new language to them to enhance their vocabulary. However, the childminder does not always provide children with enough warning before a change in activity or routine occurs. This does not allow children enough time to complete activities to their satisfaction.
- The children have many opportunities to be physically active in their play, and the childminder demonstrates a positive approach to outdoor learning. Children enjoy racing up and down the garden on their bicycles. They engage in their own make-believe play by pretending to cut the grass.
- The children show fascination as they explore the flowers growing in the grass. The childminder introduces the different flower names to children. Children explain they would like to take these home to give to different family members.

The childminder uses this as an opportunity to discuss different family structures and what makes them unique.

- Maths is weaved throughout the activities of the day. Younger children learn about different sizes as they complete puzzles with the childminder. Older children spontaneously start counting how many children have come to play at the childminder's home.
- Parents report that the childminder is 'fantastic'. They describe her as 'welcoming' and 'helpful'. Parents explain that the childminder has created an atmosphere that is happy and friendly, and the childminder's care allows children to flourish. Parents proudly share the progress their children have made since attending. They explain that the support they have received from the childminder has been a great help, such as how to reduce the use of dummies. The childminder ensures that effective communication takes place between herself and parents regarding children's learning, including when they first join.
- The childminder provides effective support and supervises her assistant well. The childminder provides her assistant with regular opportunities to discuss her own practice. The childminder provides her with detailed feedback and training opportunities. For example, the childminder and her assistant recently completed training on behaviour management that has provided them with strategies to support children's behaviour positively.
- The childminder has formed effective relationships with local schools and has a clear understanding of what children need to learn before their next stage in education. However, the childminder has not yet fully established effective partnerships with other settings that children attend.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant regularly undertake training focused on safeguarding children. The childminder has a very good understanding of the signs that may indicate a child is at risk of harm. She confidently discusses wider safeguarding issues such as county lines and what signs to look out for. The childminder is aware of how to monitor and report any concerns. She completes detailed risk assessments to ensure that all experiences provided for children are safe and suitable. Children learn how to keep themselves safe. For example, they confidently discuss how they look for cars when crossing the road.

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

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

- allow children time to complete activities to their satisfaction before changes in routine occur
- strengthen partnership working with other settings children attend to provide

them with consistency in teaching and learning.

## Setting details

<b>Unique reference number</b>	EY316191
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10279744
<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 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	17
<b>Date of previous inspection</b>	1 August 2017

## Information about this early years setting

The childminder registered in 2006 and lives in Ipswich, Suffolk. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She regularly works with an assistant. The childminder provides funded early 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 her early years provision.
- The children told the inspector about their friends and what they like to do when they are with the childminder.
- The inspector observed the quality of education being provided both indoors and outdoors. The childminder and the inspector reflected on how the curriculum had been implemented and the impact that this has had on children's learning.
- The inspector took account of the views of parents from written feedback provided.
- The childminder provided the inspector with a sample of key documentation on request, including information on the suitability of household members.

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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