

# Childminder report

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Inspection date: 5 June 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 childminder forms strong attachments with the children in her care. Her nurturing approach allows children to feel safe, secure and confident to approach her for support and encouragement when needed. For example, when a child becomes upset, the childminder is quick to offer a reassuring cuddle to comfort them. Children are surrounded by a communication-rich environment and hold conversations with the childminder. The childminder regularly includes the names of colours and mathematical language, supporting children's development of numbers. She ensures that there are many resources available to children, inside and outside, to help promote their independent choices and hold their engagement. Children remain focused in their play, and this supports their positive behaviour.

The childminder promotes sharing and kindness, for example, by telling children, 'It's nice to be kind' when sharing proves a little tricky. This guides children in their understanding of boundaries and supports them as they form friendships. Outside, children have many opportunities to be physical. For example, they climb slides and jump on space hoppers. This promotes development in children's balance and strengthens their confidence in their own abilities. Children access craft resources in the conservatory and their work is proudly hung on display. As a result, children's self-esteem is raised as they are able to see their achievements.

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

- The childminder knows the children she cares for well. She uses her knowledge and assessment of what children can do to plan next steps in their learning. She does this in partnership with parents. For example, the childminder supports potty training consistently with strategies also being used in the child's home.
- Parents comment on the strong and trusted relationship that they have with the childminder, explaining how safe they feel their children are in her care and the good progress their children have made. Parents enjoy updates about their children's progress and receiving special touches such as home-made birthday cards. Older children write in the cards and draw pictures to express their strong bond with the childminder.
- Where children attend other early years settings, the childminder works with parents to understand and support children with what they are learning there. However, the childminder does not have direct links with the other pre-schools herself or have regular contact with transitioning schools directly. This means that the opportunity to work collaboratively with a shared knowledge of the child to support their learning and development is missed.
- The childminder's curriculum focuses on getting children ready for their next step in their education. As a result, she encourages children to become

independent learners as well as encouraging their collaborative play. For example, when children build with blocks, the childminder supports them in their independent play, but she also encourages sharing and playing in a group.

- Activities are both adult-led and child-initiated. For example, after snack, children take pleasure playing in the water after washing up their snack bowls. They play with the bubbles and lead their own play.
- Children independently put on their shoes or try to. They support their own self-care and hygiene where possible, feed themselves and help prepare snack such as chopping pieces of fruit. The childminder offers encouragement and praise, stepping in only when required. As a result, children develop their abilities and confidence in what they do, building self-esteem and pride in their accomplishments.
- The childminder supports children's communication and language development well. She narrates what children are doing and adds names to objects both in their play and while reading books. This means that children are building their vocabulary. However, the childminder does not always extend children's thinking skills when they ask questions. As a result, children do not have the opportunity to develop their reasoning skills or embed their learning further.
- Children explore their community with the childminder. They visit groups, the library bus and local shops. They mix with other children and adults. This means that children have knowledge of their diverse community and develop confidence in other surroundings.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good safeguarding knowledge and firm safeguarding procedures in place. She knows how and when to report concerns and who to, and she understands the importance of documenting relevant information if a concern is raised. She has completed safeguarding training and additional training in the wider aspects of safeguarding. The childminder has an awareness of female genital mutilation, 'Prevent' duty and the Channel process. She knows who to contact and the procedure to follow should there be a complaint or any concerns raised against herself or another adult. She displays safeguarding information for parents to access so that they are also aware of her safeguarding arrangements.

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

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

- strengthen relationships with other settings that children attend to promote collaborative working in supporting learning and development and transition
- develop teaching to extend children's deeper thinking skills, for example, when they ask questions.

## Setting details

<b>Unique reference number</b>	251215
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10285506
<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 10
<b>Total number of places</b>	7
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	9 October 2017

## Information about this early years setting

The childminder registered in 1999 and lives in Barham, Suffolk. She operates all year round, from 7.40am to 5pm, Monday to Thursday, except bank holidays and family holidays.

## Information about this inspection

### Inspector

Vanessa Hancock-Sharman

### 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 provider.
- The inspector completed a learning walk with the childminder, and the childminder explained what she wants children to learn.
- The inspector carried out a joint observation with the childminder and discussed the findings.
- The inspector observed the quality of interactions with children inside and outside and the impact of these on children's learning.
- The inspector spoke to the children and read cards and drawings that they had made for the childminder.
- The inspector read testimonials from a number of parents.
- The inspector looked at documentation to support the childminder's professional and safeguarding knowledge.

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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