

Childminder report

Inspection date: 12 June 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 settled in this childminder's home. They confidently explore the activities available and make their own choices about what they would like to do. The childminder allows children time and space to interact with each other during their play. Children demonstrate kind and respectful behaviour to each other. The warm interactions of the childminder supports children to understand the rules of the setting, and she sensitively reminds children of these during play activities. This helps children to learn what is expected of them and feel valued while in her care.

Children benefit greatly from the childminder's positive approach to outdoor learning, and they relish their time outside. Children show high levels of fascination and demonstrate positive attitudes to learning. They play cooperatively with their peers in the sand pit and discuss what they need to make sand castles. Young children enjoy the responsibility of collecting the water and ask the childminder when they need more. They laugh with friends as they explore what happens when water is mixed into the sand. Children learn about the world around them in a variety of exciting ways. They benefit from going on outings, such as visiting the museum and seaside, to enhance their understanding of their local community.

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

- Children have formed secure relationships with the childminder. They listen and respond well to her during conversations. The childminder actively encourages children to share their own thoughts and ideas during activities. For example, when engaging in a junk-modelling activity, older children identify the insects they are going to make. The experienced childminder builds upon this and encourages older children to think about what resources they might need. However, the childminder does not maximise opportunities to repeat words and build on younger children's pronunciation during some play activities, to help extend their early speech and developing vocabulary.
- Children have many opportunities to practise their independence and self-care skills. The childminder gives children time to do things for themselves and sensitively explains what they need to do next. Young children enjoy collecting their own plates at mealtimes and attend to their own handwashing. Older children enjoy taking on responsibility, such as helping to tidy away the toys.
- Children have opportunities to learn how to keep themselves safe. The childminder supports young children to hold their scissors and make snips in their paper. Older children demonstrate an embedded understanding of how to use their scissors safely and cut out their own creations.
- Children eagerly learn about the life cycle of a caterpillar. They excitedly create their own 'butterfly house' for when they release the butterflies. The childminder

skilfully extends on this by discussing with children what butterflies may eat.

- The childminder works closely with parents to identify what children already know and can do before starting. She has a secure understanding of how children learn and effectively builds upon this to identify children's next steps in learning. The childminder uses regular observation and assessment methods to monitor children's progress, and this information is shared daily with parents. However, the childminder has not yet made full use of all training opportunities available to her to help further improve on her already good practice and raise the overall standard of teaching.
- Partnerships with parents are good. Parents are thankful for the detailed communication they receive on their child's learning. They describe the childminder as 'amazing', and explain how she gives children individual support to make progress in their learning. Parents highlight the good progress their children have made since starting. They explain that the childminder supports children to learn how to keep themselves safe, including when on outings. However, the childminder has not yet fully established methods to encourage parents to continue their child's learning at home.
- The childminder regularly gathers the views of parents and children who attend the setting. She uses their feedback to reflect on the service she provides and make well-informed changes to her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has undertaken a vast amount of training focused on safeguarding children. She has a good understanding of the signs and symptoms that may indicate a child is at risk of harm and how to report these concerns to other professionals. The childminder is vigilant in recognising any concerns relating to wider safeguarding issues, such as county lines. The childminder is confident in action she would take if an allegation was made against herself or another household member. She completes regular risk assessments of her play environment and outings to ensure that these are safe and suitable for children.

What does the setting need to do to improve?

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

- make greater use of conversations with children to enhance their communication and language skills further
- target professional development opportunities to continuously provide high-quality learning experiences for children
- provide further support and strategies for parents so they can continue their child's learning at home.

Setting details

Unique reference number	EY426563
Local authority	Suffolk
Inspection number	10288816
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	1 to 11
Total number of places	6
Number of children on roll	21
Date of previous inspection	1 November 2017

Information about this early years setting

The childminder registered in 2011 and lives in Mildenhall, Suffolk. She operates Monday to Friday, from 7am to 6pm, except for bank holidays and family holidays. The childminder provides funded early years 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 their early years provision, including how she plans her curriculum and experiences for children.
- The inspector observed the interactions between the childminder and children and assessed the impact this had on children's learning. The inspector and the childminder reflected on a learning experience provided for the children.
- Parents shared their written feedback of the childminder with the inspector.
- 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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