

Childminder report

Inspection date: 15 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder establishes caring relationships with the children, actively supporting them to feel safe and settled. Children readily go to the childminder for cuddles and reassurance. They develop a strong sense of belonging. The childminder finds out about their individual routines for sleeping and feeding through her discussions with parents. She follows these, promoting continuity of care. The childminder is a good role model. She is calm and gentle and treats children with positive regard. Children play well together and learn about the need to share and take turns. They are helped to play in ways that are safe for themselves and others.

The childminder provides a varied range of toys and resources that are appropriate for the age of the children attending. Children choose freely from the toys available to them, supporting their independence and confidence effectively. Their ability to apply skills appropriate to their age helps to ensure that they develop the skills needed to be ready for school. Children are enthusiastic to explore and investigate. The childminder is actively engaged in their play and learning. For example, she encourages older children into maths games. They recognise numerals and are learning about simple addition.

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

- Since the last inspection, the childminder has improved her knowledge of safeguarding. She has also completed a relevant paediatric first-aid qualification and revised how she records children's attendance. The childminder has rekindled her enthusiasm for her own professional development. She is committed to continuously improving the quality of care and learning experiences for children.
- The childminder supports children effectively as they move from home to her setting. She tailors her settling-in procedures to the individual needs of each child and their family. Children are happy and settled in this friendly and welcoming childminding setting. The childminder knows about children's home lives and talks to them about their families, significantly enhancing their sense of belonging.
- The childminder knows the children in her care well. She provides an interesting and varied range of resources to promote the next steps in their learning. The quality of interaction between the childminder and the children is good overall, supporting children to make good progress in their learning and development. However, when the childminder carries out activities with older children, she does not include younger ones well enough. This results in them losing interest, and they have to be reminded not to throw pieces from the game.
- Children have daily opportunities for exercise and fresh air, helping to promote

their good health and physical well-being. The childminder supports babies to stand. She provides encouragement and praise as they build strength in their legs and practise their first attempts at walking.

- The childminder is mindful to help children learn about the importance of good hygiene such as washing their hands after toileting and before eating. However, she does not always encourage younger children to develop self-care skills. For example, when feeding younger children, she does not encourage them to use a spoon to try to feed themselves.
- Children become confident communicators. The childminder encourages older children in conversation and actively supports their developing vocabulary and listening skills. She responds positively to the babbles and gestures of babies, introducing vocabulary and providing a running commentary as they play.
- The childminder demonstrates friendly and trusting relationships with parents. She keeps them fully informed about their child's day and encourages them to continue to share what they know about their child.
- The childminder is aware of the importance of building partnerships with other settings that children attend. She perseveres in her efforts to promote a comprehensive sharing of information about children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

Since her last inspection, the childminder has completed training in child protection. She is aware of the indicators of abuse and knows how to report concerns, in line with local safeguarding procedures. The childminder understands how to support vulnerable families. This helps her to identify any children who may be at risk of harm from extreme behaviours and views. She is aware of her duty to prevent children being drawn into situations that put them at significant risk of harm. The childminder keeps accurate attendance records so that it is clear which children are present at any time.

What does the setting need to do to improve?

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

- review how activities are organised to ensure that younger children are always fully included and able to participate at their own level
- give children more opportunities to learn to do things for themselves and develop self-care skills.

Setting details

Unique reference number	EY253573
Local authority	Suffolk
Inspection number	10278412
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 January 2023

Information about this early years setting

The childminder registered in 2003 and lives in Kesgrave, Suffolk. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder 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 COVID-19 pandemic with the childminder and has taken that into account in their evaluation of her.
- The childminder and the inspector held a discussion to help the inspector understand how the early years foundation stage curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has 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 childminder confirmed her qualifications and the suitability of all household members with the inspector.
- Children interacted with the inspector during the inspection.

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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