

# Childminder report

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Inspection date: 22 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

On arrival, children are greeted by the incredibly warm and friendly childminder. She listens intently as children tell her about their morning so far. Their eyes widen with awe and wonder as she describes the fun activities on offer. Babies and young children are keen to explore the stimulating and well-resourced indoor and outdoor areas. Their physical development is supported by a range of play equipment, developing their strength and balance. Children are extremely well mannered and polite. Older children display acts of kindness when helping younger children to wipe their faces after eating. Children extend their care and nurturing skills through pretend play opportunities. During a role-play activity, children wash, feed and dress their baby dolls. They show empathy as they cuddle and pat the baby's back before placing them in the cot for a nap.

Real-life experiences are at the heart of this provision. Children enjoy an enormous variety of outings, such as to the zoo, toddler groups, local library and aquarium. These opportunities spark interesting discussions and broaden children's vocabulary and their speech and language development. The childminder responds well to young children's first words and gestures as they learn to communicate. Children develop a love of reading and learn mathematics through play.

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

- Teaching is of a high quality. A robust and ongoing assessment process ensures that the childminder provides purposeful activities that challenge children and take account of their individual interests and stages of development. The childminder undertakes regular training and continually strives to improve teaching standards. She swiftly identifies when a child may need additional help to make the highest possible progress.
- Sequenced learning means children are developing new skills and building on what they already know. For instance, children dress their baby dolls and attempt to press the poppers together on the clothes, strengthening the thumb and index finger. This builds the foundation skills to help support them to accomplish a secure pencil grip. Simultaneously, children develop perseverance and resilience as they keep trying and are praised for their efforts.
- Consistently strong modelling and meaningful interactions from the childminder mean children learn effectively and make good progress in all areas of learning. Occasionally, she does not extend critical-thinking skills and maximise ideas and opportunities presented by children to further their learning. For example, children enjoy counting rubber ducks during a water activity. They add and take ducks away. The childminder introduces mathematical language such as 'more' or 'less', but does not check their understanding of what this means to consolidate and strengthen their learning.

- Babies and older children develop their independence superbly well. The childminder creates a relaxed atmosphere, with easily accessible handwashing stations. Children feel safe to have a go at things themselves and then ask for help if required. The childminder ensures that children complete hygiene tasks, such as washing their hands after blowing their nose and putting their tissue in the bin. As a result, children are becoming increasingly independent in their self-care needs.
- Children develop a sense of the world around them and what makes them unique. They benefit from planting and growing vegetables and learn about life cycles. The childminder has a good understanding of healthy eating and maintaining a healthy lifestyle. However, she does not consistently promote clear messages that support children to make healthy food choices.
- Children's social and emotional well-being is prioritised. Children frequently enjoy games that involve taking turns and learning to share. As a result, they are extremely sociable and are learning to understand and accept the needs of others.
- Parents report that staff go 'the extra mile' to include them in their child's learning and development journey. Parents praise excellent communication and describe how their children have built loving and trusting attachments with the childminder. Their input is highly valued, and the childminder works with parents and children to support seamless transitions to school.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given unquestionable priority. The childminder ensures that she is up to date with safeguarding training and paediatric first aid. She has a clear understanding of keeping accurate records and making timely referrals where necessary. The childminder works with other agencies to ensure that children get the help that is needed. She is able to identify where children may be at risk of neglect, abuse, grooming or exploitation. She implements effective risk assessments to ensure that children can play safely indoors and outdoors. The childminder knows what action to take if an allegation is made against her.

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

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

- support children to explore their own ideas and extend critical-thinking skills to make even more progress in all areas of learning
- build on teaching opportunities to give clear and consistent messages that support healthy choices around food.

## Setting details

<b>Unique reference number</b>	2631624
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10289445
<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>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2021 and lives in Lowestoft, Suffolk. She operates all year round, from 7am 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**  
Louisa Taylor

## Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector and the childminder discussed the impact of the pandemic, and the inspector has taken that into account in their evaluation of the provision.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning. The childminder discussed with the inspector how she ensures that both indoors and outside environments are safe and suitable.
- The inspector spoke with a selection of parents to gather their views on the childcare setting.
- The inspector discussed with the childminder how she implements the curriculum and supports all children to make progress, including how she childminder plans for, observes and assesses children in her care.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how she safeguards children.
- The childminder shared a sample of documents with the inspector. This included evidence about training and the suitability of those living on the premises.

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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Manchester  
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