

Childminder report

Inspection date: 30 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 enjoy a wonderful and nurturing experience with this caring childminder. She sets high standards for behaviour, serving as a positive role model for good manners and friendly interactions. Children eagerly copy her actions, sharing and taking turns. A culture of respect and kindness is well established, ensuring that children feel safe and supported.

Children can access a wide range of resources and enjoy choosing many different books for the childminder to read. They benefit from a language-rich environment. The childminder exposes them to a diverse range of vocabulary and introduces new words into their play. Children quickly learn these words as the childminder repeats them at different points in the day. They engage in conversations through open-ended questions and enjoy singing different songs they have been learning. As a result, children are growing in confidence.

Children's development is well supported. They are active in their learning and spend prolonged periods of time focusing on activities. They are keen to get involved and engage in everything the childminder has planned. For example, they enjoy watering the plants they have planted and recall that plants need water and the sun to help them grow.

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

- The childminder has an in-depth understanding of each child. She gathers detailed information about their routines and previous experiences before they start. This helps her to understand the needs of each child from the beginning. The childminder uses her knowledge, observations and the children's interests to plan and implement a curriculum that supports their progress.
- Children develop strong bonds with the childminder and actively seek her involvement in their play. They enjoy the praise and encouragement she provides. This helps support the development of their self-confidence. Children demonstrate they feel safe and at ease in the childminder's house. They know where they can play and access resources, as well as the daily routines.
- The childminder understands the importance of developing good communication skills. She narrates children's play, modelling correct vocabulary when they mispronounce words. Through engaging rhymes and songs, children learn their numbers and the alphabet. These opportunities help support children to become confident and articulate communicators.
- The childminder encourages children to be independent. For example, children help prepare their own sandwiches at snack time. The childminder supports children to butter their bread. She teaches them how to spread the cheese evenly across the sandwich. As children choose what fruit they would like, they

practice their counting skills as they put raspberries on their plate.

- Children enjoy spending time outdoors. They love looking for butterflies. Children show their physical skills when they throw balls to knock over skittles in the garden. However, children do not have opportunities to push physical boundaries and learn how to manage risk in their play.
- Parents speak positively about the care and support the childminder provides for both them and their children. They have good communication with the childminder. Parents are aware of what their children are learning, as well as their next steps.
- Children develop their critical thinking skills as they learn by trial and error. The childminder encourages them to test out where different pieces of a puzzle go. As they try to find where to place the pieces, the childminder encourages them to try each piece in different gaps until they complete the puzzle. Children have a clear sense of achievement when they finish.
- The childminder provides children with high-quality resources and well-planned activities to promote their learning and development. For example, the childminder recently purchased a new toy kitchen with food and utensils as a way to support several areas of children's development. However, the childminder does not consistently support children's understanding of equality and diversity. For instance, she does not incorporate activities that reflect people's differences into the curriculum to prepare children for living in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends training to keep her safeguarding knowledge up to date. She is aware of the signs of abuse and neglect and knows the local referral procedures to follow if she has a concern. She is aware of her roles and responsibilities on wider issues, such as domestic violence and the impact this can have on families. The childminder keeps the premises secure and conducts good risk assessments to help keep children safe and minimise accidents. The childminder makes sure that she keeps her paediatric first-aid training up to date. This helps her to promote children's safety and well-being.

What does the setting need to do to improve?

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

- provide opportunities for children to take and manage risks in their play
- promote equality and diversity within the setting so that children learn to value the differences between people and to prepare them for life in modern Britain.

Setting details

Unique reference number	EY450107
Local authority	Suffolk
Inspection number	10285468
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	2 to 2
Total number of places	1
Number of children on roll	1
Date of previous inspection	6 October 2017

Information about this early years setting

The childminder registered in 2012 and lives in Bradfield St George, near Bury St Edmunds. She currently operates on Fridays, from 9am until 3pm.

Information about this inspection

Inspector

Nina Hopson

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 provision.
- The childminder and the inspector completed a learning walk and discussed how her curriculum supports children's learning.
- The inspector took account of the written views of parents and talked to children during the inspection.
- The inspector reviewed a sample of documentation, including how the childminder assesses children's development and shares this with parents.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector talked to the childminder at convenient times and checked relevant documentation and safeguarding information.

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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