

Childminder report

Inspection date: 10 July 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 happily enter the childminder's home and receive a warm welcome from their friends and the childminder. Their independence is greatly developing as they make choices about where they want to play. The children enjoy using the very large garden that is well equipped with a wide range of fun resources. They also have the use of the three rooms. Resources are stored at low level and are easily accessible to the children, all of whom have their favourite items.

Children really engage in their chosen activity. They enjoy their own company, but also like to play with others, such as racing together on their bicycles. Children are developing friendships and generally behave kindly towards each other. They are encouraged to talk about their feelings to help them to recognise when their actions have upset another child. Children engage in many conversations and are well supported by the calm and reassuring manner of the childminder. They understand the boundaries and are reminded by the childminder about safety, for example when they use scissors. Children learn about maintaining their health and know why they wash their hands before eating. They are confident and express themselves well to make their needs understood. Children love to be praised and are very proud of themselves. They smile contently when the childminder congratulates their efforts.

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

- The childminder is very attentive to the children's needs. She knows each child very well and is aware of the areas of their learning they need to develop further. The childminder focuses her attention on those areas alongside their parents.
- At times, when children are struggling to take turns, the childminder intervenes too quickly. This has an impact on the children's ability to develop their resilience and negotiation skills.
- Children's physical skills are greatly enhanced in the garden. They have a wide variety of opportunities to practise their skills. For example, they swing on the swing, ride on the go-kart, bounce on the trampoline and climb up the hill to the slide. They develop their large- and small-muscle skills. Children have good strength and control in their fingers and thoroughly enjoy colouring and drawing.
- Children are curious. They talk about what happens when they eat ice lollies in the sun and laugh as they begin to drip. They observe the ants on the ground and ask questions about why there are so many. Children like to pick the apples off the tree to eat, and know how to plant and water seeds so that they grow.
- The childminder spends a lot of time asking the children open-ended questions to encourage them to think about their responses. She reads lots of books to

help children expand their vocabulary. Children really enjoy stories and focus for a long period of time predicting what happens next. The childminder encourages children to recall past events. For example, she asks them if they can remember what grows on the big tree; all the children reply, 'Acorns'. Children enjoy chalking on the ground, admiring their work when they have finished.

- Children use mathematics in their everyday play and initiate games around it. Some of the children use blocks to build towers. They count to check that each tower equals the correct number, adjusting it if they make a mistake.
- Partnerships with parents are good. The childminder has daily chats with the parents, which allows her to find out about things they have done at home or any new interests. Children like to bring in photos of themselves and their family to proudly share with the other children. Parents speak very highly of the childminder and the support she offers their children at home.
- The childminder works well with other professionals and follows their advice. She has good links with local school, providing vital transition information. The childminder likes the children to visit their local surroundings and they enjoy a walk to the park. She attends training to keep her knowledge up to date with a focus on the needs of the current children, as well as maintaining the mandatory training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to ensure that she has the knowledge to report any potential concerns she has about a child's welfare. A flowchart with all the relevant information is displayed for easy referral. Contact information is also listed should there be a need for the childminder to make a referral. The childminder recognises wider safeguarding concerns, such as radicalisation and county lines. She is well informed, understanding her duty of care to the children. The premises are safe and secure for children to enjoy.

What does the setting need to do to improve?

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

- strengthen the support given to children to develop their social skills.

Setting details

Unique reference number	EY231062
Local authority	Suffolk
Inspection number	10295337
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	11 December 2017

Information about this early years setting

The childminder registered in 2002 and lives in Leiston, Suffolk. She operates all year round from 7.15am to 5.30pm, Monday to Wednesday, 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

Emily Holt

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the with her and has taken that into account in their evaluation of the provision.
- The childminder and the inspector completed a learning walk together and discussed their curriculum and what it is that they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation together.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to children 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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