

Childminder report

Inspection date:

11 July 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children in this setting are happy and well engaged. Their vocabulary and knowledge of the world are continually expanding through the detailed conversations they have with the childminder.

Children's language development is outstanding. When children spot a crane fly, they question what it eats, and the childminder helps them to find answers. This reveals facts about the creature's short lifespan and diet. The children find this fascinating and start to recall facts they have learned about other insects they have found. The childminder fosters an environment of curiosity and wonder. This captivates the children's interest and encourages them to be inquisitive.

Children develop knowledge and skills at a rapid pace. With great expertise, the childminder adapts her teaching methods to optimise children's learning opportunities throughout the day. Children enthusiastically engage in active learning, immersing themselves in play that captivates them. For instance, during sand play, the childminder introduces water to enrich children's experience. She fosters their exploration of the effects and supports children who begin making shapes in the sand. The childminder enthralled children by pointing out the sand's remarkable capacity to absorb water without any physical contact.

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

- Children's emotional resilience is very well supported. The childminder engages with the children, encouraging open discussions about their emotions. By providing them with the appropriate vocabulary, the childminder helps them to articulate their feelings. She supports children to navigate through moments of unease. She teaches the children different techniques, for example placing their hands on their chests and exhaling when strong feelings arise. This approach empowers children to understand and manage their emotions effectively.
- The childminder goes above and beyond to offer children an array of enriching experiences that captivate their attention. The children are fully engaged in all the activities they take part in. The childminder uses children's play to expand their vocabulary and understanding of the world. A prime example of this is when the childminder introduces new words, such as 'camouflage', when discussing shells that blend in with the sand. She checks if children are familiar with the word and takes time to explain its meaning. She follows up by demonstrating with the shells and sand, providing a hands-on experience that deepens their understanding.
- Parents and the childminder maintain excellent communication. They share information, resulting in consistent approaches for the children. This collaborative effort supports children's progress and development. Both parties

engage in providing feedback and sharing valuable resources. This enables them to extend the children's learning beyond the childminding environment. Parents know what their children are learning. They work closely with the childminder to address any emerging gaps in their children's learning. Parents comment how they feel very lucky to have the childminder and how they would feel lost without her help and guidance.

- The childminder regularly reflects on her practice and teaching methods, displaying a strong commitment to her professional development. She undertakes various courses to enhance the support she can offer children in her care. For example, after completing a course on children's language and learning, the childminder reconsidered the number of questions she asks and the children's understanding of them. She has also completed a course on emotional regulation. This gave her valuable tools to assist the children better with their emotional well-being. The childminder has further plans for improvement. This demonstrates her dedication to providing an outstanding learning environment for the children.
- The childminder is mindful of the need to introduce children to different cultures. She addresses this by incorporating diverse books that illustrate various people and families. Through these books, she initiates conversations about both differences and similarities among individuals. She seeks out books that reflect topics such as different abilities and appearances. The childminder shares pictures of and updates on family members who are currently travelling around the world. This becomes an opportunity to explore different countries and cultures. For instance, children have discovered information about Vietnam and Thailand and have looked at how different cultures embrace different traditions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of her duties and obligations in ensuring the safety of children. She demonstrates a complete understanding of safeguarding protocols and is knowledgeable about the appropriate channels for reporting concerns and seeking advice. The childminder knows what action to take if an allegation is made against herself. She is well informed about a wide range of safeguarding issues, including female genital mutilation and county lines. The childminder takes proactive measures to identify, reduce or eliminate potential risks. She ensures that she is up to date with safeguarding training.

Setting details

Unique reference number	EY493256
Local authority	Suffolk
Inspection number	10288924
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 9
Total number of places	6
Number of children on roll	13
Date of previous inspection	6 November 2017

Information about this early years setting

The childminder registered in 2015 and lives in Wyverstone, Suffolk. She holds a relevant early years qualification at level 5 and occasionally works with an assistant. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

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 setting.
- The childminder and the inspector completed a learning walk and discussed how the childminder's 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023