

Childminder report

Inspection date: 13 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 have formed close bonds with the childminder. They benefit from a warm friendly environment where they can move around freely and choose what they want to play with. This helps them feel more confident and lets them take part in activities they enjoy. The children's behaviour is good as they learn to share toys and wait their turn from a young age.

The childminder has high expectations for the children. She offers plenty of praise and encouragement to children for being kind, and encourages them to use good manners. Children are kind and supportive to each other. This reflects how well the childminder supports children's social skills. When children fall, others immediately come over and ask if they are alright, showing genuine care for their well-being.

Children learn to take responsibility for resources as they tidy toys away before getting new ones out. The childminder explains there is not enough room on the floor to play if they want to get different toys out. Children respond well. They follow the childminder's instructions, putting resources back into containers and then carrying these back to where they belong.

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

- The childminder carefully observes the children and talks to their parents to assess how children are developing. Based on this information, she determines what children should learn next and offers a range of toys and resources for them to explore and direct their own play. The childminder also creates targeted activities to enhance children's learning. As a result, children feel empowered and confident to take the lead in their play.
- The childminder offers a wide range of activities that support children's individual interests. For instance, they enjoy planting fruit and vegetable seeds. The childminder encourages the children to care for the plants. She documents their growth through photos for them to look back on. The children measure the vegetables using creative methods, like building blocks. These hands-on experiences captivate children's attention.
- Children expand their knowledge about diverse cultures through engaging in different cultural celebrations. These experiences enable them to gain an understanding of the world around them. They learn about various ways of life and broaden their perspectives. This helps foster a sense of awareness and respect for others.
- The childminder gives children time to repeat actions and practise the new skills they are learning. For example, when children are mark making, she teaches them how to hold crayons in their hand. Whenever they change colour, they practise how to hold the crayons while colouring in. The childminder offers

plenty of support and encouragement.

- The childminder evaluates her work and has a clear understanding of her strengths. For example, she enjoys learning and teaching the children about different animals and their habitats. However, the childminder does not focus her own professional development to support her practice and benefit the children.
- Parents comment that the childminder has had a positive impact on their children's development and readiness for school. They appreciate her role in shaping their children's growth and preparing them for the next stage of their journey. Parents acknowledge the valuable contributions made by the childminder in fostering their children's skills, knowledge and confidence.
- Children understand the rules in the setting, such as not jumping on furniture and using good manners. They learn various ways to keep themselves healthy. They enjoy learning about dental hygiene by brushing the teeth of their dinosaurs and crocodiles. The childminder supports children to have daily fresh air and exercise. They play outside and develop large-muscle skills. For example, when they visit the local recreational space and climb the play equipment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her roles and responsibilities to keep children safe and healthy. She is aware of the signs and symptoms that may indicate a child is at risk of harm. She is aware of a range of safeguarding issues, such as female genital mutilation. The childminder has clear procedures for reporting her concerns to the relevant authorities. She also knows what to do if there was an allegation made against herself or a member of her household. She ensures that the environment where children play and learn is safe and secure. The childminder teaches children about risks and how to remain safe by discussing road safety with the children.

What does the setting need to do to improve?

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

- target professional development opportunities to further support children's learning and raise the quality of teaching to the highest level.

Setting details

Unique reference number	250798
Local authority	Suffolk
Inspection number	10288837
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	2 November 2017

Information about this early years setting

The childminder registered in 1990 and lives in Stowmarket, Suffolk. She operates all year round, from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for 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 provider and has taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector about the children's learning and development.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for their early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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