

Childminder report

Inspection date: 11 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

The childminder supports children's emotional well-being effectively. Her settling-in procedures for new children are tailored to the individual needs of each child and their family. The childminder provides an exceptionally welcoming environment, where children are happy, settled and confident to express themselves. Children thoroughly enjoy her cuddles and snuggle in with her to look at books together. The childminder is a good role model. She is calm, gentle and treats children with positive regard.

Children develop the key skills needed to be ready for school. They show confidence in social situations. For example, during the inspection they were keen to share their play and learning with the inspector. They readily brought items from the waterplay activity and accurately counted the number of items into a container. The childminder is actively engaged in the children's play and is led by what they want to do. She recognises when children tire of an activity, and readily moves on to something else. For example, when children lose interest in a planned, maths activity the childminder readily moves on to something else. Children engage enthusiastically with the story 'We're going on a bear hunt' as they move the characters through the many different terrains, such as the 'mud' that the childminder creates from a chocolate pudding.

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

- The childminder knows the children well. She plans a varied and interesting curriculum that is designed to build on what they already know and can do. The childminder regularly checks children's learning to help ensure that they are making good progress in all areas of learning.
- Children benefit from meaningful play and learning. They are eager to join in and the childminder is careful to ensure that all children are fully included in the activities and routines of the day. The childminder supports children's natural instincts to discover and explore. However, she does not always encourage children to consider problems and work out solutions for themselves before suggesting answers to them.
- Children who learn best from being outdoors can do so. The childminder takes them on regular outings into the local community, where they learn about nature, people and communities beyond their immediate experience. Children have daily opportunities for exercise and fresh air, helping to promote their good health and physical well-being.
- Children are confident communicators. Older children are encouraged in conversation, and the childminder actively listens to what they have to say. She responds well to the babbles and gestures of babies. The childminder learns keywords in children's home languages and helps children learn in both English

and their home language.

- The childminder sets clear, age-appropriate boundaries for the children and gently reminds them of these throughout the day. Children learn to negotiate the use of toys and resources well. The childminder manages unwanted behaviour sensitively, taking into account the children's age and level of understanding.
- The childminder builds strong partnerships with parents. Written testimonials from parents demonstrate the extremely high regard for her. Parents feel valued and listened to. They appreciate that the childminder 'goes over and above to help'. The childminder takes the time to ensure that communication is good, sharing children's learning through photos and written and verbal discussion.
- The childminder recognises the importance of initiating partnerships with others who provide care and learning for the children. She has successful methods of communication with some providers. However, she does not persevere in her efforts when they do not respond to promote an effective two-way flow of information.
- The childminder is passionate about her work. She is committed to providing all children with a good quality care and learning experience. The childminder regularly meets with other early years providers. They share ideas about good practice and helps the childminder keep up to date with current guidance and legislation.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with local safeguarding procedures and current legislation. She is confident about the action she would take if she had a concern. This helps to ensure that the welfare of children is protected at all times. The childminder is aware of the indicators of abuse. She understands how to identify and support vulnerable families who may be at risk of harm from extreme behaviours and views. The childminder is aware of her duty to prevent children being drawn into situations which put them at significant risk of harm.

What does the setting need to do to improve?

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

- maximise opportunities to help children to think, suggest and explore their own ideas
- persevere with efforts to promote a two-way sharing of information with others who provide care and learning for the children.

Setting details

Unique reference number	EY316544
Local authority	Suffolk
Inspection number	10300053
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 10
Total number of places	6
Number of children on roll	16
Date of previous inspection	25 January 2018

Information about this early years setting

The childminder registered in 2005 and lives in Bury St. Edmunds, Suffolk. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers extended hours by prior arrangement. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector
Jacqui Mason

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 and the inspector held a discussion to help the inspector understand how the early years curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed an activity and jointly evaluated this with the childminder.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- Children played with the inspector during the inspection.
- Parents shared their views of the setting with the inspector through written testimonials.

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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