

Childminder report

Inspection date: 30 November 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 benefit from the time that they spend with the knowledgeable and experienced childminder. They have plenty of opportunities to socialise with other children as the childminder plans educational outings for them in the local community. The childminder is alongside children as they explore and learn. For example, she encourages children to stand under frost that has settled on a washing line, as she shakes it down for them. Children smile with pleasure as she encourages them to use their imagination and pretend that it is snowing. The childminder gives children clear explanations about why ice melts when it is on her hand, which helps them to learn about cause and effect and supports their vocabulary. Children go on to articulate their thoughts as they explain what they see happening.

Working together with her co-childminder, the childminder has developed highly effective and consistent strategies to support children to learn how to manage their feelings and behaviour. For example, when children struggle to share, the childminder listens carefully to what their difficulty is and helps them to find the appropriate words that they can use to communicate with their friends. Children then make suggestions to each other about how they can share a toy. This helps to maintain the harmonious and calm atmosphere where children show that they feel confident and at ease.

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

- The childminder gets to know children's individual personalities and interests well. She adjusts her teaching according to their needs. The childminder respects children's interests and preferences and values their uniqueness. As a result, all children show that they feel respected as they confidently contribute during their play with others.
- Health and hygiene procedures that the childminder puts in place are effective. She promotes children's health and well-being and helps them to learn how they can contribute to their own good health.
- The childminder plans lots of opportunities, indoors and outdoors, for children to be active. This helps children learn about the benefits physical activity and helps them to develop their large-muscle skills while mastering moving in a variety of ways. For example, children develop their ability to balance and climb.
- The childminder follows children's interests and give them appropriate choices. For example, when some children need to go inside to use the bathroom, others are given the choice of whether they would like to play outside for longer. This allows children to see through their learning to their own satisfaction.
- Parents are very pleased with the service that the childminder provides. The childminder provides them with regular updates on what children are learning.

Overall, the childminder provides parents with information about how they can support their children's learning at home. However, in some instances, the strategies that the childminder uses are not highly successful in encouraging parents to become more involved in their child's education.

- The childminder helps children to learn how they can keep themselves and others safe while they are in her care. For example, she skilfully ensures that they follow clear rules, such as no throwing indoors. She suggests that children roll instead of throw a ball. However, the childminder has not fully considered how she can develop her curriculum to help children gain awareness of how to keep safe when using technology, such as the internet.
- All children, including those who speak English as an additional language, make strong progress in their communication and language skills. This is due to the high levels of attention that they receive. The childminder helps children to build on their speaking skills. Where children struggle with this, the childminder helps them by using additional strategies, such as sign language.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes relevant training in safeguarding. She demonstrates a clear understanding of how and when to work with other agencies to safeguard children. For example, she knows how to respond to an allegation against herself or her co-childminder. The childminder's policy is in line with the guidance from local safeguarding partners. She is vigilant to notice any indicators that children may be at risk of abuse or neglect. The childminder carries out daily checks of the premises to make sure that children are safe.

What does the setting need to do to improve?

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

- reflect on further ways to encourage all parents to engage in guiding their children's learning at home
- develop the curriculum to build on children's understanding, in age- and stage-appropriate ways, of how they can keep safe when using technology.

Setting details

Unique reference number	251079
Local authority	Suffolk
Inspection number	10301052
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	4
Number of children on roll	5
Date of previous inspection	26 January 2018

Information about this early years setting

The childminder registered in 1995 and lives in Bury St Edmunds. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. Overnight care and additional hours are available by arrangement. The childminder holds an appropriate qualification at level 3. She works with a co-childminder.

Information about this inspection

Inspector

Kate Hipperson

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 spoke to the inspector about how she organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder, co-childminder and children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- Children communicated with the inspector 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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