

# Childminder report

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Inspection date: 11 January 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 nurtures close relationships with children. She creates a warm, inviting environment and spends time playing with children at their level. New children settle quickly. This is because the childminder works with parents to find out children's preferences and interests. Children demonstrate that they feel happy and safe. They show boundless affection, clambering onto the childminder's lap and wrapping their arms around her. Babies feel safe and emotionally secure. They enjoy being cradled and soothed in the childminder's arms. Nappy changes are gentle and respectful. The childminder distracts babies with songs. Babies happily babble and clap their hands in response.

The childminder has a strong focus on supporting children's physical development. Babies use well-placed furniture to lift themselves up. They beam with pride as they stand unaided. The childminder responds warmly to their achievements, praising them and clapping her hands. Older children develop their strength and coordination as they negotiate indoor obstacle courses. They balance across beams and crawl through tunnels. The childminder gives clear instructions and steps back to allow children time to practise. Children thrive through consistent boundaries and routines. The childminder uses every opportunity to reinforce sharing. Children delight in rolling balls as part of a game. The childminder explains, 'It is your turn next'.

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

- The childminder supports children's communication and language well. She sings familiar songs and keeps children wonderfully engaged as she reads to them. Children remember familiar phrases and are keen to name pictures they see. The childminder narrates children's play and introduces new concepts. For example, she uses the words 'fast' and 'slow' as children play with toy spinning tops.
- Children understand what behaviour is expected of them. They tidy away toys and line up to wash their hands. The childminder and her assistant are both wonderful role models. They consistently reinforce good manners and carefully explain why rules are needed. For example, they explain how running indoors might result in children hurting themselves.
- Children are encouraged to develop their own opinions. For example, they vote on which songs they would like to sing. Recently, children voted on names for a new teddy bear. This helps children to feel valued and involved.
- The childminder involves children in small tasks throughout the day. As a result, children demonstrate impressive independence for their age. For example, children arrive and organise their own belongings. They take off their coats and get water bottles out of their bags. They show resilience in managing straps and

fixings on their shoes. Children enjoy being chosen as a special helper to hand out plates at lunchtime.

- The childminder extends children's experiences through making good use of nearby facilities. She frequently takes children to local parks, beaches and libraries. This helps to develop their confidence and socialisation.
- The childminder plans activities relevant to children's next steps. She weaves learning into children's play. For example, she models how to roll play dough and use scissors to snip it into smaller parts. She makes regular observations of children's learning. As a result, children make good progress and are well prepared for the next stage of their learning.
- Parents are highly complimentary about the care and education their children receive. They say they feel 'lucky' and comment that the childminder provides 'the best start' for their children. Parents say communication is excellent and that they are supported with their children's learning at home.
- The childminder understands her responsibility to ensure that her assistant has a clear understanding of his roles and responsibilities. For example, she ensures that he completes regular safeguarding and first-aid training. The childminder and her assistant have ongoing discussions about children's learning and care. They form a strong team and work together to evaluate their own practice to ensure the best outcomes for children.
- The childminder provides children with a range of interesting activities. However, on occasion, resources are taken away too quickly before children have finished using them. This hinders children's spontaneous learning and their growing curiosity.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- enhance opportunities for children to maintain their curiosity and exploration throughout the day.

## Setting details

<b>Unique reference number</b>	EY495815
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10305488
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 10
<b>Total number of places</b>	10
<b>Number of children on roll</b>	26
<b>Date of previous inspection</b>	22 February 2018

## Information about this early years setting

The childminder registered in 2016 and lives in Lowestoft, Norfolk. The childminder operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 3. She works with an assistant. The childminder provides funded early education for two- and three-year-old children.

## Information about this inspection

**Inspector**  
Helen Oakden

## 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 talked to the inspector about what she wants children to learn and how the curriculum is planned.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector observed the quality of interactions between the childminder, her assistant and the children attending.
- The inspector spoke with the childminder's assistant at appropriate times throughout the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector viewed a sample of documentation, including evidence of qualifications and of the suitability of the childminder, her assistant and other household members.

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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