

Childminder report

Inspection date: 24 January 2024

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children develop strong bonds with the childminder, who is kind, caring and nurturing. They demonstrate through the day how comfortable and safe they feel in the childminder's home. The childminder pays close attention to children's changing interests, and reflects this in the resources available to them. Children engage well in their play, and can remain focused on activities for extended periods of time. Children can choose their own resources from low-level shelves and storage. This gives them the independence to lead and extend their play. When children change activities, the childminder takes time to explain they must tidy up. She explains they need a lot of clear floor space, otherwise the children may trip. This helps children learn how to risk assess and keep themselves safe.

The childminder is clear about what children know and can currently do. She targets what she wants children to learn through their play. For example, children are learning number recognition. When numbers come up in play, the childminder asks if they can find them among the display. The childminder gives them lots of encouragement and praise. This boosts the children's self-esteem and confidence.

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

- The childminder plans a robust curriculum that supports the children's ages and stages of development. The childminder engages the children in conversations about their feelings. She does this by explaining how their actions have an impact on others. Children feel safe to express their feelings. When children say they feel sad, the childminder acknowledges this and offers comfort and support. The childminder provides further support to help children name feelings they may not yet understand. For example, she helps children name feelings, such as frustration.
- The childminder embraces her role and works to provide all children with a positive start to their learning. She places a strong curriculum focus on extending children's communication and language. She models language well. For example, when a child says they are mixing 'eggy', the childminder says, 'Yes, you are mixing the eggs.' This helps support children's language development.
- The childminder reflects on her practice as part of her strategy to deliver high-quality experiences for the children. She engages in extra training to help support children who have been adversely affected by the COVID-19 pandemic. The childminder has good links with the local authority, as well as other childminders in the area, to help support and enhance her practice.
- The childminder helps children develop their physical skills, both indoors and outside. Children have a wide variety of equipment they can play with in the garden. They can climb the climbing frame, learn to balance on beams and

pedal bicycles. Indoors, they have opportunities to develop strength in their small and large muscles. Children open pots with screw-on lids with the support of the childminder. They roll play dough into large balls and then use rollers and cutters to make different shapes.

- Partnerships with parents are very strong. They comment on how the childminder plans activities based around the children's interests. The childminder ensures parents are kept up to date about their child's day as well as their progress. For parents who are unable to drop off and collect, the childminder sends them messages directly. This facilitates a two-way flow of information to best support the children, both at home and with the childminder. Parents comment that coming to the childminder's home is the highlight of their children's week.
- Overall, the childminder manages children's behaviour well. However, she recognises the need to develop her practice further. For example, when children are tired and playing a physically active game indoors, the number of disagreements increases.

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:

- provide activities that will help support children to regulate their emotions when they are getting tired.

Setting details

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| Unique reference number | 2654659 |
| Local authority | Suffolk |
| Inspection number | 10308736 |
| Type of provision | Childminder |
| Registers | Early Years Register |
| Day care type | Childminder |
| Age range of children at time of inspection | 1 to 3 |
| Total number of places | 3 |
| Number of children on roll | 6 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2021 and lives in Martlesham, Suffolk. She operates all year round from 8am to 5pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder 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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder 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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