

# Childminder report

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Inspection date: 8 February 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

Children are happy and settled in this welcoming childminding setting. The childminder tailors her settling-in procedures to the individual needs of each child and their family. This helps the children and childminder to build exceptionally secure emotional attachments. Children readily go to her for a chat and for support as they play and learn. They enjoy the childminder's involvement in their play. With her support, children persevere in activities of their own choosing. When they say that they cannot do something, the childminder reassures them that they can and supports them to achieve their goal. She values and praises their efforts.

The childminder sets clear and consistent boundaries for the children. Children know what is expected of them. They are provided with a varied and interesting range of age-appropriate toys and resources. Children mostly choose freely from the toys available to them, promoting their independence and sense of belonging. The childminder skilfully meets children's learning needs, effectively supporting them to explore and investigate. Children show a good interest in technology. They understand that some resources need batteries to operate them. The childminder involves children as she changes the batteries in the small-world dinosaurs. They laugh together as they race the remote-control cars.

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

- The childminder has a secure understanding of the children she is working with. She plans and provides a curriculum that challenges children and builds on what they already know. She supports them in their eagerness to learn and extends their knowledge. For example, she uses their interest in dinosaurs to promote counting and size as they line the dinosaurs up. Children make good progress.
- Children enjoy books and stories led by the childminder. However, they do not have enough opportunities to access printed materials independently, as part of developing their interest in books and reading. Although the childminder takes children to the library regularly, books in the childminding setting are stored on a shelf, out of reach of younger children.
- The childminder gives priority to supporting children's speech and communication skills. She engages with children, modelling conversation and introducing new vocabulary. However, she sometimes overlooks opportunities to further promote children's thinking skills. She often asks questions that just require a 'yes or no answer' rather than asking questions to encourage children to think. Despite this, children become confident communicators.
- The childminder is a good role model. She is calm and gentle and treats children with positive regard. She effectively builds children's self-esteem, giving meaningful praise for good behaviour and individual efforts. Children have a positive attitude to learning. They readily lead their own play and develop the

key skills needed to be ready for school.

- Children are learning about the importance of good health. The childminder helps children to learn about the need to keep our teeth clean. Children talk confidently about foods that make our teeth 'happy and sad'. They are developing independence and manage their self-care needs relevant to their age and stage of development.
- The childminder organises her setting well. She monitors her practice and seeks the views of parents and children. The childminder is committed to working towards continuous improvement. She regularly meets with other early years providers. They share good practice and changes to legislation. The childminder maintains mandatory training, such as a paediatric first aid qualification.
- The childminder demonstrates friendly and trusting relationships with parents. She keeps them informed about their children's day, through sharing photographs, written information and daily verbal feedback. Written testimonials from parents demonstrate the high regard they have for the childminder, stating that she is 'like family' and is an 'amazing part' of their children's lives.

## **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:**

- review how printed materials are stored to enable children to access them independently
- make the most of opportunities to ask questions to give children opportunities to think and respond.

## Setting details

<b>Unique reference number</b>	EY363401
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10308232
<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>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	29 March 2018

## Information about this early years setting

The childminder registered in 2007. She operates all year round from 8am to 5.30pm on Tuesday, Thursday and Friday, except for family holidays. The childminder holds an appropriate qualification at level 3. She offers funded early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jacqui Mason

### Inspection activities

- This was the first routine inspection the provider 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 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.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the setting 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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