

# Childminder report

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Inspection date: 16 February 2024

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| <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 friendly and welcoming childminding setting. They build close emotional attachments with the childminder. Children readily go to her for cuddles and to share their play experiences. The childminder helps children learn right from wrong. She reminds them about the need to share. Children practise this independently, for example, cooperating with each other to take turns with the small-world aeroplane. The childminder praises good behaviour and children's individual efforts. Children develop a positive attitude to learning and the key skills needed to be ready for school.

The childminder and her co-childminder provide interesting activities for the children, that promote the seven areas of learning. The childminder is actively engaged in the children's play and gets down to their level, sitting on the floor with the children as they play. Teaching is good overall. Children have daily opportunities for exercise and fresh air, helping to promote their good health and physical well-being. Older children talk confidently with the childminder about foods that are good for them, and those that need to be eaten in moderation. They are becoming confident communicators.

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

- The childminder knows the children well. She gathers useful information from parents when children first start at the setting. This helps to ensure that she can immediately plan a curriculum to support their progress. However, the childminder does not always consider older children's individual learning needs well enough to ensure that adult-led activities offer them sufficient challenge.
- Overall, children enjoy the activities and participate enthusiastically. However, the childminder does not always organise adult-led activities well enough to promote the highest levels of children's engagement. She does not always consider the resources that she may need for these activities, to ensure there is sufficient for the number of children. This results in children having to wait a long time for their turn. Consequently, they lost interest.
- The childminder chats to the children as they play and listens to their responses. She encourages them in conversation. The childminder repeats back what children say so that they hear the correct pronunciation of words.
- Children are learning about the importance of good health. They know why they must clean their hands before eating. Children manage their self-care skills relevant to their age and stage of development.
- The childminder supports children's developing awareness of managing their own emotions and behaviour. She is a good role model, is calm and treats children with positive regard.
- The childminder and her co-childminder are committed to providing a good

quality service. They take responsibility for keeping up to date with latest legislation and good practice guidance. They meet regularly with other childminders, and they share good practice ideas. The childminder maintains mandatory training.

- The childminder and her co-childminder build friendly and trusting relationships with parents. Written testimonials demonstrate the high regard they have for them. Parents state that the childminder and her co-childminder 'are such lovely people' and 'have a very lovely approach'. Parents feel well informed about their children's day and learning. They particularly enjoy the updates, videos and photographs that they receive during the day.

## **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:**

- strengthen teaching skills to ensure that activities challenge older children's learning and builds on what they already know and can do
- organise adult-led activities to promote the highest levels of children's engagement.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | EY367027  |
| <b>Local authority</b>                             | Suffolk   |
| <b>Inspection number</b>                           | 10305559  |
| <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>                      | 6   |
| <b>Number of children on roll</b>                  | 13  |
| <b>Date of previous inspection</b>                 | 26 February 2018  |

## Information about this early years setting

The childminder registered in 2008 and lives in Felixstowe, Suffolk. She works with her husband, who is also a registered childminder. The childminder operates all year round, from 8am to 5.15pm Tuesday to Friday. The childminder provides funded early 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 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 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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