

Childminder report

Inspection date: 14 March 2024

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 enjoy a wealth of fun and exciting opportunities. The childminder provides a curriculum that is based around play and children's interests. Children have secure and friendly relationships with others, which helps them to build their social skills. They are increasingly independent and show self-confidence. The childminder ensures that the environment is safe, which helps children to feel secure and relaxed. The childminder teaches the children how to keep safe and gives gentle reminders while they play. Children are helpful with tasks and are praised for their positive efforts.

Children make good progress and are prepared for the next stages of their education. They experience the unique opportunity of learning at their own allotment. The childminder teaches the children about growing, harvesting, and cooking with their home-grown produce. Children play in the mud, dig, and mark-make in the soil. They have the freedom to get messy and be inquisitive.

The childminder plans exciting trips that support children to learn about the world. They visit the museum to explore the aeroplanes, helicopters, and hot air balloons. Children are fascinated by the shiny medals and always look for the dog who received a special medal for their bravery. The childminder takes the children to the local shop, and they scan items to buy. They use the ingredients with their home-grown produce to make carrot cakes and courgette fritters.

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

- Children are active and practise mastering their physical skills. Younger children bounce up and down while holding hands, and say 'up' and 'down'. Children eagerly join in with nursery rhymes and the actions. They explore mark-marking and develop focus and concentration to help prepare for early writing. They count by rote and explore measurement by weighing ingredients. Children use tools to cut up snack items confidently and share pieces with their peers.
- Children show manners, such as saying 'please' and 'thank you'. When inappropriate behaviour is shown, the childminder is calm and talks to the children. However, on occasions, there is a lack of consistency about what is acceptable or not, which does not provide children with clear expectations at these times.
- The childminder carefully observes the children as they play and identifies their next steps in learning. She knows the children well and this supports the good progress that they make. The childminder promotes conversation and building vocabulary, which enhances children's language development. The childminder teaches children to handle books carefully, treat them with respect, and turn the pages. Children also enjoy audio books.

- Children are motivated to learn in the well-resourced environment. They make choices, follow their interests, and engage with new experiences. Children's individual needs and routines are met, which supports their emotional well-being. They form friendships and play together imaginatively. Children wash their hands independently and as part of daily routines. They learn about healthy lifestyles and the importance of caring for their teeth.
- The inclusive provision enables children to learn about diversity and culture. They experience this further through music, dance, and exploring traditions. Individuality is embraced and welcomed. The childminder is reflective of her practice in order to develop it further. She keeps up to date with training and research to inform her practice and the development of her curriculum.
- Partnerships with parents are good. They feel secure that their children are safe and happy in the childminder's care. Parents say that the childminder is kind, compassionate, and professional. The childminder shares information to keep parents informed of their children's progress. They work together in the best interests of the children, and foster a shared, positive approach.

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:

- ensure that there is consistency when dealing with behaviour to provide children with clear expectations.

Setting details

Unique reference number	EY489434
Local authority	Suffolk
Inspection number	10312084
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	1 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	19 April 2018

Information about this early years setting

The childminder registered in 2015 and lives in Haverhill, Suffolk. She operates her childminding service from 7.30am to 5pm, Monday to Friday, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Helen Clutterham

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 provision.
- The inspector observed the interactions between the childminder and children.
- 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 childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Parents shared their views of the setting 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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