

# Childminder report

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Inspection date: 29 October 2019

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children thrive in the dedicated care of the highly qualified childminder and her well-trained assistant. They spend their time in self-motivated learning and become thoroughly engaged in their activities. Children express their ideas and opinions with confidence. They have strong emotional attachments to the childminder and show they feel safe and secure. Children learn to be very self-reliant. The childminder gently supports younger children to do things for themselves. Older children eagerly get themselves ready to play outdoors.

The childminder promotes children's curiosity and imagination. She enables children to explore new textures, such as the inside of a pumpkin. She swiftly adapts the activity as children show a desire to add water and see if the seeds float or sink. Children have a wonderful affection for each other and play together beautifully. When children find it harder to regulate their behaviour, the childminder and her assistant provide warm and positive support.

The childminder encourages children to practise their early writing. Older children show much interest in forming the letters of their name. They scribe shapes on paper with enthusiasm then confidently describe what they have drawn. Children pick up mathematical concepts quickly because the childminder relates them to what children already know. For instance, they discuss the shape of puzzle pieces, and count out loud the circles they have drawn.

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

- The childminder and her assistant have an enormous enthusiasm for their own learning. They identify and undertake an impressive range of development opportunities that interest them and benefit children. For example, they are learning sign language so they can more ably support children with communication barriers, such as children who are beginning to learn English as an additional language.
- Children thoroughly enjoy singing songs. They choose their favourite musical instruments and sing along to familiar favourites, such as 'Old MacDonald'. They shake their maracas with enthusiasm. The childminder provides children with a broad range of books, which children access freely. Children listen very well to stories. They join in and confidently speculate about characters in the book and how the story might end.
- The childminder's teaching is inspirational. She has an extremely good understanding of how children learn. She uses children's interests to help her to create a rich and diverse curriculum that enables children to make the best progress possible in all areas of learning. She is an excellent role model for her assistant, who is quickly gaining the skills to provide equally able learning

support.

- Children have many opportunities to explore their community and the world beyond. They go on exciting trips to the seaside and visit historic attractions. The childminder takes children to the local library and shops. To widen children's understanding of religions, they visit churches and a synagogue. Children recall a visit to a pumpkin farm, where they chose pumpkins of different colours and weights to use in their activities.
- There is a strong focus on helping children to develop their physical skills. For instance, the childminder plans activities using pincers and tweezers to help children develop the strength and control they need to learn to write. Children confidently navigate the different levels of the childminder's garden. They enjoy weekly visits to woods where they have excellent opportunities to clamber, balance and run.
- The childminder and her assistant have an exceptional knowledge of children's backgrounds and lifestyles. Parents praise the childminder and her assistant for their warm and caring natures. They say the childminder, 'Sparks children's imaginations and provides a fun learning environment'. The childminder uses varied methods to keep parents fully informed about their children's time in her setting. Parents benefit from regular newsletters and feedback on their children's achievements.
- The childminder has exceptionally strong links with other local providers who share care of the children. She promotes a combined approach that helps to provide children with complementary experiences across all settings, including the local school. Assessments and progress reports are shared and the childminder has regular meetings with children's key people.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder's understanding of safeguarding is exemplary. She regularly updates her safeguarding knowledge. She does independent research on different aspects of safeguarding, such as protecting children from online abuse. She knows who to contact if she has any concerns about a child in her care. The assistant has a clear understanding of her safeguarding responsibilities and the procedures she must follow if children are at risk of abuse or neglect.

## Setting details

<b>Unique reference number</b>	EY546130
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10099559
<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</b>	0 to 7
<b>Total number of places</b>	12
<b>Number of children on roll</b>	18
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Kedington, Suffolk. She works Tuesday to Friday from 7am to 6pm, all year round, with the exception of bank and family holidays. The childminder holds an appropriate qualification at level 5 and provides early education funded places for two-, three- and four-year-old children. The childminder works with an assistant.

## Information about this inspection

### Inspector

Veronica Sharpe

### Inspection activities

- The inspector observed the childminder and her assistant as they interacted with the children. She spoke with children during the inspection.
- The inspector discussed the quality of teaching with the childminder as they observed the children at play.
- The inspector sampled documentation, such as evidence of the suitability of those living and working in the home. She looked at training certificates, including first aid.
- The inspector took account of the views of parents and other professionals through written testimonials and the results of surveys.

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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