

# Childminder Report

**Inspection date**

4 August 2017

Previous inspection date

6 September 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- The childminder is not aware of the risks associated with children being drawn into extreme behaviours and does not understand her responsibility to report concerns.
- The childminder is not confident about the process to follow if she receives an allegation of abuse against herself or a household member.
- The childminder does not use her assessments of children's learning well enough to ensure that they are making the best possible progress across all areas of learning.
- The childminder sometimes overlooks opportunities to further promote children's thinking skills. She does not always give children enough time to respond to questions and express their own ideas.

### It has the following strengths

- The childminder has taken some steps to address the actions set at her last inspection in order to bring about improvement. For example, she is now aware of her responsibility to protect any recorded data about children.
- The childminder demonstrates strong partnerships with parents. She works with them to ensure continuity of care and learning for the children. She keeps parents informed about their children's day.
- Children are happy and settled. The childminder establishes close emotional attachments with the children. They readily invite her to share in their play.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	<b>Due Date</b>
■ develop knowledge and understanding of the government's statutory 'Prevent' duty guidance for England and Wales 2015	31/08/2017
■ develop knowledge and understanding of the process to follow if an allegation is made against herself or a family member	31/08/2017
■ improve how children's progress is assessed to ensure that they are making the best progress across all areas of learning.	31/08/2017

**To further improve the quality of the early years provision the provider should:**

- make the most of opportunities to help children think and voice their own ideas.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at records of children's learning and a selection of policies and other records.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder. She also discussed the childminder's self-evaluation.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The childminder does not have knowledge of the 'Prevent' duty guidance. She is not aware of the indicators that a child or family may be at risk of being drawn into extreme behaviours or views. She does not know how to report any concerns. The childminder is not sure of the process to follow if an allegation of abuse is made against herself or a household member. However, she does know to inform Ofsted of any allegations. The childminder reflects on the service that she provides. She carries out a daily assessment of what has gone well and what has not. The childminder is aware of the importance of working with others who provide care and learning for the children. This helps to ensure that any concerns about their care or learning are quickly identified and addressed.

### Quality of teaching, learning and assessment requires improvement

The childminder does not assess children's progress well enough to ensure that any gaps are identified and additional support is provided. Despite this, she does observe children as they play and uses this to provide activities that they enjoy. She knows the children well and talks confidently about their likes, dislikes and interests. Although she engages children in conversation, the childminder asks questions but then provides them with answers before they have had time to process the question and their response. The childminder is led by what children want to do. She recognises opportunities to extend their learning. For example, when they are playing with dough she introduces counting and encourages them to consider which length of dough is the longest.

### Personal development, behaviour and welfare are inadequate

Weaknesses in safeguarding mean that children's welfare is not supported effectively. Despite this, the childminder establishes warm, caring relationships with the children in her care and they enjoy their time in this welcoming childminding setting. The childminder builds children's self-esteem effectively, giving meaningful praise for good behaviour and individual efforts. Children behave well and respond positively to the childminder's expectations. The childminder models good behaviour and helps children to learn about sharing and taking turns. Children have daily opportunities for exercise and fresh air, helping to promote their good health and physical well-being. The childminder maintains mandatory qualifications, such as paediatric first aid to help ensure she is able to manage children's health needs.

### Outcomes for children require improvement

Despite the weakness in assessing children's progress across all areas of learning, children do develop the basic skills needed to be ready for school. They manage their self-care and are confident to choose what they want to play with. Children understand that print carries meaning and sometimes give meaning to the marks they make.

## Setting details

<b>Unique reference number</b>	250878
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1107502
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	6 September 2016
<b>Telephone number</b>	

The childminder registered in 1986 and lives in Ipswich, Suffolk. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

