

Childminder report

Inspection date	20 November 2018
Previous inspection date	15 January 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

The provision is inadequate

- The childminder has failed to provide essential information to Ofsted about persons aged 16 years and over living on the premises. Suitability checks have not been completed on a person in the household. This means that children's safety and welfare cannot be assured.
- The childminder does not always provide parents with detailed information about how to precisely support children's learning at home to help them make the best progress.

It has the following strengths

- The childminder provides a homely, well-resourced environment, where children confidently explore and are curious learners. She knows the children well, provides activities she knows will engage children and support their good progress. Outings are well used to enhance children's learning opportunities, provide new experiences and help develop children's social skills as they mix with other adults and children.
- The childminder's kind, caring and nurturing approach helps children develop a very close bond with her. She is attentive to their needs, meaning children are happy and emotionally secure in their surroundings. Parents comment on how much they appreciate the care and support provided by the childminder, praise her for the activities she provides and express how much their children enjoy going to her home.
- The childminder supports children's language and communication skills effectively. She talks to the children continually, introduces new words related to their play, repeats back to children what they say and creates longer sentences which support their expanding vocabulary.
- The childminder embraces opportunities for professional development and continually reflects on her provision to help her make improvements. For example, she has developed the garden to provide a wider range of resources to support children's learning outdoors.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide Ofsted with all relevant information, including obtaining enhanced criminal record checks, for those people aged 16 years or over who live on the premises, to enable the full suitability assessment process to be completed.	21/12/2018

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

- explore further ways to include parents in extending children's learning at home to enable them to make the best possible progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact that this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection. She evaluated a focused activity with the childminder.
- The inspector looked at relevant documentation and children's records. She discussed the childminder's policies and procedures with her.
- The inspector checked evidence of the suitability of the childminder and other household members.
- The inspector took account of the views of parents provided through written testimonials.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are not effective. The childminder has not supplied Ofsted with the information required to enable them to check the suitability of every person who is aged 16 years and over who lives on the childminding premises. This means that children are not adequately protected. The childminder is the only person caring for the children. She is aware of the possible signs of abuse, understands wider issues surrounding child protection and knows how to report any concerns she has about children's welfare. The childminder has clear policies which she shares with parents to inform them about her practice. She maintains a secure environment, where children can play and explore safely.

Quality of teaching, learning and assessment is good

The childminder has a secure knowledge of the age group that she is working with. She observes what children can do and supports them well to further develop their skills. However, she has not fully considered how to involve all parents in their children's learning, so that they can extend this at home. The childminder gets down to children's level and joins in their play, to promote their learning. Children show an eagerness to explore, investigate resources and try to discover how they work. For example, children learn about cause-and-effect toys as they put shaped pieces in a toy and discover where they have gone. The childminder supports children's early mathematical development well. She encourages younger children to recognise different shapes and colours and supports them to count as they play. The childminder offers children activities that aid them in developing control of their small muscles, for example holding implements, such as pencils, as they progress to writing. Children competently build with bricks and manipulate shaped keys to open doors in toys.

Personal development, behaviour and welfare are inadequate

Weaknesses in the leadership and management of the provision mean that children's safety and welfare are not assured. That said, the childminder helps children to settle well and responds sensitively to their needs. For example, she cuddles them and reads a story when they show that they are tired and provides healthy snacks when they are hungry. She supports children to develop their independence at an age-appropriate level. For instance, young children help with dressing when their nappy is changed. The childminder constantly provides praise and encouragement to help children recognise their efforts and achievements. Children are polite and learning to behave well. The childminder promotes children's health well. Children have lots of opportunities to play and explore outside, learn about the natural environment and be physically active. The childminder teaches children good hygiene practises through everyday routines.

Outcomes for children are good

Children make good progress in learning from their starting points. This helps them to be ready for the next stage in their learning, including their eventual move on to school. Children confidently make choices about what they would like to do and engage in concentrated play. They listen attentively as the childminder reads to them. Children learn to communicate effectively, listen well and follow instructions.

Setting details

Unique reference number	EY222448
Local authority	Suffolk
Inspection number	10068783
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 8
Total number of places	5
Number of children on roll	13
Date of previous inspection	15 January 2013

The childminder registered in 2003. She operates all year round from 7.30am to 6.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

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.

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