

Childminder report

Inspection date	6 June 2019
Previous inspection date	4 April 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 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

This provision is inadequate

- Children are not adequately protected. The childminder does not risk assess all aspects of her provision effectively. This means children's safety and welfare are not assured when they use the garden.
- The childminder is aware of the action she should take if a child told her they were being abused. However, the childminder and her assistant do not have a clear awareness of the potential types of possible abuse and neglect.
- The childminder has not kept her professional development up to date. She has not maintained a sufficient standard of knowledge and skills to meet her safeguarding responsibilities.
- The childminder does not provide effective supervision to support, coach and train her assistant.
- The childminder and her assistant do not make the most of opportunities to encourage children to develop their language and thinking skills.

It has the following strengths

- Partnerships with parents are good. The childminder keeps parents well informed about their children's progress. Parents' comments show they are happy with the service provided.
- The childminder and her assistant are warm and friendly. They help children to build close relationships with them, which supports children to settle well.
- Children experience interesting and enjoyable learning opportunities and show a keen interest to explore and investigate independently. Children make good overall progress from their starting points.

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
ensure that children's safety is protected in line with health and safety requirements	20/06/2019
take all reasonable steps to identify and minimise hazards to ensure that children are not exposed to risks in the garden	20/06/2019
ensure that all adults working with children improve their knowledge and understanding of the signs and symptoms of the potential types of abuse and neglect	20/06/2019
implement an effective system of supervision for the assistant to develop a culture of support, coaching and continuous improvement.	20/06/2019

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

- enhance opportunities for higher levels of challenge to encourage children to develop their language and thinking even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector observed the assistant carry out an activity and discussed the effectiveness of the interactions.
- The inspector looked at a sample of documentation, including the childminder's policies and the children's learning records.
- The inspector spoke with children, the childminder and her assistant at appropriate times during the inspection.
- The inspector spoke with a parent and reviewed written feedback to gather parents' views.

Inspector
Maria Blanche

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The childminder has not implemented effective methods to ensure that her safeguarding knowledge, and that of her assistant, is secure. They are not fully aware of the different types of possible abuse and neglect. However, the childminder does refer confidently to the 'Prevent' duty guidance and understands other current issues. Children's safety and well-being are compromised. The childminder does not accurately reflect on her provision to identify weaknesses in practice and act upon these accordingly. She does not take effective action to minimise all risks. For instance, children can access a hazardous area of the garden through an unsecured gate. Furthermore, the childminder is not aware of her responsibility to train and monitor the practice of her assistant. She has not taken relevant steps to ensure her assistant fully understands his role to keep children safe from harm.

Quality of teaching, learning and assessment is good

Children independently choose from a range of toys which are available. The childminder and her assistant sit with children at their level. They encourage children to join in and talk about their ideas. Systems to monitor children's learning are effective. The childminder and assistant observe children's interests and plan activities to extend and support these. Children are enthused to try different experiences, such as exploring the sounds of a range of musical instruments. Children embrace opportunities to care for living things, such as the childminder's rabbit and guinea pig. The childminder and her assistant use effective teaching strategies to help children to learn. For example, they show them how to do things and then encourage them to try for themselves. Children learn how to identify 'peg letters' to sound out the letters and match to a word.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management have a negative impact on children's safety and welfare. However, the childminder is caring and attentive and develops nurturing relationships with children. Children enjoy being independent, such as putting on their own shoes before going outside. They enjoy healthy snacks and benefit from regular fresh air and physical exercise in the childminder's garden and local community. Older children develop skills to attend to their personal needs and communicate well. The childminder and her assistant provide regular praise and encouragement, which supports children to behave well.

Outcomes for children are good

Children are making good progress in their learning. They develop good social skills and consider the needs of others. Children express themselves well. For example, they demonstrate good communication and language skills as they engage with the childminder and her assistant to talk about their play. Children take part in activities with enthusiasm and enjoy learning. They make their own choices from a range of resources, allowing children to be independent in their play. Children are confident and developing the skills they need in readiness for their next stage in their learning, including starting school.

Setting details

Unique reference number	EY446672
Local authority	Suffolk
Inspection number	10075175
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	12
Number of children on roll	15
Date of previous inspection	4 April 2016

The childminder registered in 2012. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She works with an assistant.

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.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

