

# Childminder report

---

Inspection date:

17 September 2019

---

## **Overall effectiveness**

## **Requires improvement**

---

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### The provision requires improvement

While there are not significant risks to children's safety, the childminder does not always take swift action to identify and manage risks. For example, the childminder has allowed children to play outside near her broken fence. At inspection, when prompted, the childminder reviewed the potential risks this could pose. She decided children should not use this area until she has fixed the fence. Even without the use of the childminder's garden, children have regular opportunities to be active indoors and outdoors. For example, they go out walking daily. The childminder also regularly takes them to visit the local forest. This means that they have lots of opportunities to climb and balance. It provides children with opportunities for fresh air, and to build their muscles and large movements.

Young children enjoy their time playing happily alongside each other. They chat about their play and confidently use new words. The childminder supports them as they play and helps them to learn many new skills. Children's confidence grows during their time with the childminder.

Children join in with the well-thought-out and imaginative activities. For example, the childminder enthusiastically reads them a story about animals. She uses her voice to create suspense and awe while she conveys the emotion of the story. The childminder challenges children to spot 'fiery mountains' in the book. Children use the resources she has provided to act out parts of the story. This encourages their role play, vocabulary and understanding of language to develop.

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

- The childminder's self-management is not consistently good. She holds a current paediatric first-aid certificate. However, on two separate occasions since registration, the childminder has allowed the qualification to lapse for periods of between six weeks and two months. It is a requirement of registration for the childminder to always hold a current paediatric first-aid certificate. The childminder does, however, have appropriate plans in place to prevent this from happening again.
- The childminder gets to know children very well. They develop bonds with her and feel comfortable in her care. Children listen and respond to what the childminder says. The childminder communicates her clear expectations of their behaviour with them. As a result, they behave well at all times.
- In partnership with parents the childminder assesses where children are in their development when they first begin. This helps her to promptly plan for their learning. She then observes them during their play and regularly evaluates their needs and abilities. As a result, the childminder's teaching is well matched to children's needs.

- The childminder skilfully follows children's interests. She notices and responds to how they are playing with the toys. She gives explanations that expand children's thinking. The childminder models play with the toys. This helps give children ideas to use themselves. The childminder helps children to develop interests in books and stories. She reads to children daily and plans trips to the local library. However, younger children do not always have free access to books to look at independently.
- The childminder completes some appropriate training to improve her teaching. For example, she has attended training to develop her skills in using musical activities to support children's development. The childminder has further plans to build on her knowledge and skills.
- The childminder provides a range of activities that help children to make good progress. Children ask when they would like to get a toy or game out from where they are stored. The childminder supports them to do this. Sometimes, children are less motivated to access and use some resources, such as those that they cannot see.
- Children develop their sense of responsibility. For example, they happily help the childminder to tidy away their play farm before they get out another toy. They rise to the challenge that the childminder sets them to help her roll up a piece of green 'grass' play mat.
- The childminder ensures that children learn good hygiene routines, such as washing their hands before they eat. This supports their good health. The childminder sings a song to encourage children to participate in handwashing. Children become independent, for example, as they learn how to fetch and put on their own shoes.
- Children have lots of opportunities to learn about numbers, shape, space and measure. Young children use numbers during their play. The childminder encourages them to notice when something is 'big' or 'little'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs of possible abuse or neglect. She completes training to help her know what action to take if she has concerns about the safety or well-being of a child. The childminder ensures that she keeps up to date with current or emerging issues in safeguarding. For example, the childminder understands what she may notice if a child is at risk from extreme views. The childminder has a suitable policy in place to guide her in the event of an allegation against her.

## What does the setting need to do to improve?

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

	Due date
take swift action to manage developing risks so that these do not become significant hazards to children.	17/10/2019

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

- consider ways to present and make resources readily available to younger children to give them more opportunity to explore and follow their own ideas and interests
- improve organisation so that plans for improvement, including through relevant training, are carried out in a timely way to ensure consistently high standards of care and teaching.

## Setting details

<b>Unique reference number</b>	EY336862
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10073700
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	2 March 2016

## Information about this early years setting

The childminder registered in 2006. She operates Monday to Friday from 7am to 6.30pm all year round, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kate Hipperson

### Inspection activities

- The inspector discussed how the childminder identifies what children need to learn and how she decides what educational experiences to give them to support their development.
- The inspector observed care and teaching activities in the childminder's home and garden. She evaluated the impact that these have on children's learning. She spoke to children about their play.
- The inspector spoke with a small number of parents and considered their views about the service that the childminder gives.
- The inspector reviewed information relating to the suitability of household members and discussed the childminder's understanding of how to safeguard children. The inspector reviewed the childminder's written safeguarding policy and her paediatric first-aid certificate.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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](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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019