

Childminder report

Inspection date: 15 October 2019

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

The childminder is looking after more children than she can manage. As a result, she does not meet their care or learning needs well enough. Her hygiene practices do not meet the personal needs of children or protect their health. Children do not have sufficient opportunities to have a drink in order to stay hydrated. The childminder does not have a secure understanding of some safeguarding issues. In addition, she does not keep children safe when on outings in her car.

Although children build close emotional attachments to the childminder, they do not receive an enjoyable play and learning experience. The childminder is not clear about what she needs to do next to support children's continuing progress. In addition, her home is not organised to enable children to play and learn comfortably.

The childminder does not enable children to lead their own play, insisting that they stay at activities that she has chosen for them. Although she does join the children as they play, and they enjoy her attention, she does not support their learning well enough or adapt activities to challenge children's learning. Consequently, children become disruptive. The childminder has completed training in behaviour management. However, she does not manage children's behaviour well.

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

- The childminder does not meet the individual needs of the children in her care. She is looking after more early years children than she can manage and struggles to cope.
- The childminder is not aware of the risks associated with vulnerable children or families being drawn into extreme behaviours or views. She does not understand her responsibility to report concerns.
- Children are not kept safe when they are out in the childminder's car. She does not ensure that she has appropriate car seats for all of the children. This means that some children travel in the car without suitable restraints, significantly compromising their safety.
- Children do not make the best possible start to their early education. The childminder does not provide them with good-quality teaching and learning experiences. She does not accurately assess where children are in their learning or what she needs to do to support their continuing progress. Children are not well prepared for the next stage of their learning, such as starting school.
- The childminder provides children with opportunities to use their home language in their play, and sufficient opportunities to learn to speak English. The children in the setting speak English as an additional language. The childminder tells them the English word and encourages them to repeat it back to her.

- The childminder does not organise her setting well enough to allow children to play comfortably. For example, she does not ensure that children have enough natural daylight. The blinds and curtains are closed and the artificial lighting the childminder uses is not bright enough for children to clearly see what they are doing.
- Children are not helped to learn about the importance of good hygiene routines. In addition, the childminder does not implement good hygiene routines to protect children's health and prevent the spread of infection. For example, she changes children's nappies on a mattress covered with a blanket in the corner of the room but does not use any protection underneath the child to prevent the transfer of germs. The childminder does not wash her hands after changing nappies. She does not encourage children to wash their hands before eating.
- Children's behaviour is poor. The childminder does not encourage children to lead their own play or respond well enough to children's emerging needs and interests. For example, when playing with the play dough, children are not allowed to move on to something else when they lose interest. They have to play with the dough for more than an hour. Consequently, children begin to squabble over the cutters. The childminder does not manage unwanted behaviour well, although she does remind children about the need to take turns. Children struggle to share.
- Children have secure emotional attachments to the childminder and readily go to her for cuddles when they are upset. The childminder demonstrates suitable partnerships with parents. She keeps them informed about their children's day.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have enough understanding of her responsibility to protect the safety and well-being of children. Although she carries out a daily checklist to ensure children can play safely in her home, she has not extended this to when children travel in her car. The childminder is aware of the indicators of abuse and knows how to report concerns. However, she does not have any awareness of her responsibilities under the 'Prevent duty guidance for England and Wales 2015'.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
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improve and maintain up-to-date knowledge of safeguarding issues, with particular regard to the 'Prevent duty guidance for England and Wales 2015'	08/11/2019
ensure that ratios of adults to children are maintained at all times to ensure that the needs of all of the children being cared for are met	08/11/2019
ensure that children are kept safe on outings, with particular regard to using suitable car seats/restraints for all children	23/10/2019
organise the premises to meet the needs of children, with specific regard to adequate lighting	23/10/2019
comply with health and safety legislation, to promote children's good health and reduce the risks of cross infection	23/10/2019
improve how children's behaviour is managed to ensure that strategies for managing unwanted behaviour are appropriate and help children to understand what is expected of them.	08/11/2019

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

	Due date
assess children's learning and development precisely to identify where they are in their learning and what they need to learn next	08/11/2019
improve the quality of teaching to ensure that children receive a good-quality learning experience that is responsive to their individual needs and builds on what they already know and can do.	08/11/2019

Setting details

Unique reference number	EY558084
Local authority	Suffolk
Inspection number	10127574
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in May 2018 and lives in Ipswich, Suffolk. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Jacqueline Mason

Inspection activities

- The inspector and the childminder held a discussion to understand how the early years curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed an activity and jointly evaluated this with the childminder.
- The inspector discussed children's learning with the childminder and looked at a selection of policies and other records.
- The inspector checked evidence of the suitability of household members and the qualifications of the childminder. She also discussed the childminder's self-evaluation.

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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