

# Childminder report

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Inspection date:

29 October 2019

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

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

### The provision requires improvement

Since her previous inspection, the childminder has improved her understanding of her responsibility to safeguard children. In addition, she now maintains a daily register so that it is clear which children are present at any one time. Children are happy and settled. The childminder monitors children's learning and developmental progress. However, she has not maintained information sharing effectively with other settings that children attend so that any concerns about children's learning and development can be quickly identified and managed.

The childminder knows the children well. She talks confidently about where they are in their learning and what they like to do. The childminder chats with children as they play and repeats words back so that they hear them pronounced correctly. However, her teaching does not inspire and motivate children well enough to play and learn. The childminder does not always acknowledge when children have tired of an activity and allow them to move on to something else. For example, when children are watching an age-appropriate television programme, a child decides she does not want to watch it anymore. The childminder insists that she sits until it has finished. Children do not have regular enough opportunities to be active outdoors.

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

- The childminder has taken positive steps to address the welfare requirements notice that was issued at her previous inspection. For example, she has reviewed and revised how she monitors sleeping children. She now ensures that she always uses a baby monitor when children are sleeping in the upstairs bedroom. She also carries out frequent visual checks to ensure that children are safe.
- The childminder does not use what she knows about the children well enough to support their play and learning to the highest level. Despite this, children are encouraged to choose what they want to do and can access a varied range of toys and resources.
- Although the quality of teaching is not strong, the childminder does recognise children's different abilities, which she takes into account when planning adult-led activities. For example, when doing art activities for Halloween, the childminder provides different activities for the children attending. She encourages older children to use masking tape to make a 'mummy', while younger children use a glue stick to stick cotton-wool balls onto an outline to make a 'ghost'.
- Some children on roll also attend a local nursery. The childminder used to take the children to the nursery and collect them, and said that she liaised with the staff at this time. However, she no longer sees the children on these days. The childminder has not considered the importance of maintaining an effective two-

way flow of information to promote a consistent approach to children's learning and development.

- The childminder builds close emotional bonds with the children and shows genuine concern for them. She demonstrates strong partnerships with parents. Parents are kept informed about their children's day through verbal discussions and written daily diaries.
- Although the childminder talks about some children in her care liking to be outdoors, she does not provide daily opportunities for them to play outside. She occasionally takes children on outings, such as visiting the local shops and town. Children sometimes play in the garden, where they develop their physical skills.
- The childminder helps children to learn right from wrong. Children learn to share and take turns. The childminder praises good behaviour and individual efforts, actively promoting their self-esteem.
- The childminder meets children's health and hygiene needs. Children are encouraged to have regard for their own personal hygiene. They manage their self-care needs relevant to their age and stage of development. The childminder recognises the risks of cross-infection and has clear procedures for sick children. This helps to ensure that the health needs of all children are met.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities regarding child protection and knows how to report concerns. She has completed training in child protection and has revised her policies to ensure that they are in line with local procedures. She is aware of the indicators of abuse and the importance of being alert to issues or concerns in a child's life at home. The childminder has also completed training to ensure that she understands how to support vulnerable families. This helps her to identify any children who may be at risk of harm from extreme behaviours and views.

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

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

	Due date
improve the quality of teaching to ensure that children are motivated to play and learn so that they make good progress	31/01/2020
provide children with daily opportunities to be outdoors	20/12/2019

implement and maintain an effective two-way flow of information with others who provide care and learning for the children.	20/12/2019
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## Setting details

<b>Unique reference number</b>	251103
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10108945
<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>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	10 May 2019

## Information about this early years setting

The childminder registered in 1995 and lives in Bury St Edmunds, Suffolk. She operates all year round from 7.30am 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 has on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed a planned activity and jointly evaluated this with the childminder.
- The inspector discussed children's learning and looked at a selection of policies and other records.
- The inspector checked evidence of the suitability of all household members and 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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