

Childminder report

Inspection date:

15 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision requires improvement

The childminder does not place enough emphasis on developing her own teaching practice and therefore her expectations of what children can achieve are not consistently high. Despite this, children enjoy the childminder's company and are comfortable exploring their surroundings, knowing that she is nearby. Overall, children engage well in activities and make choices about what to play with next. For example, they know where to find books from the low-level shelves and keenly gesture to the childminder that they would like her to read to them. Although children listen well and enjoy looking at the pictures, the childminder does not encourage them to extend their speaking skills while sharing the books.

Children benefit from effective support to help them to learn how to play well together and build positive friendships. For example, the childminder purposefully encourages them to take turns and make space for each other when playing with the popular pushchairs and dolls. Children confidently approach new visitors to the setting and reach out to share toys with them. This shows that children feel happy and safe while exploring new experiences and meeting new people.

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

- Although the childminder is experienced and has been caring for children for many years, she has not prioritised her professional development since the previous inspection. This means that she has not kept herself up to date with changes in requirements or extended her skills and knowledge of good practice, particularly in relation to teaching.
- The childminder does not consistently model language effectively to help encourage young children to pronounce words and begin to put these together to build short sentences. Too often, the childminder provides children with an answer before waiting for them to try to respond. Therefore, opportunities for children to extend their vocabulary and become confident communicators are not yet good.
- Partnerships with the other early years settings that children also attend are not established. This means that the childminder is not fully aware of children's experiences outside of her setting and is not using this information to ensure children experience consistently good continuity in their care, learning and development.
- The childminder observes children at play and plans a suitable range of activities and resources that reflect children's interests and generally support their needs. For example, when toddlers show an interest in filling containers with different objects, the childminder makes holes in a large box and shows them how to fit balls through the holes. This extends children's concentration and physical control appropriately as they have a go themselves.

- Overall, the childminder makes appropriate use of her garden as an opportunity for children to gain a wider understanding of the natural world and living creatures. For example, she provides real-life opportunities for children to observe and learn about the life cycle of frogs and encourages them to collect crispy autumn leaves to use in craft activities.
- Children freely access their drinks and the childminder safely prepares the food provided by parents for their children to eat at the setting. The childminder works closely with parents to promote children's care needs. For example, she offers parents suggestions and advice to help them to support their children to feel relaxed at mealtimes and to try new foods when they struggle to eat.
- The childminder supports children's personal skills and independence appropriately. In particular, children are provided with suitable equipment to help them to manage their toileting needs for themselves. They respond well to receiving a sticker for their chart when they use the toilet, and this motivates them to have a go again the next time.
- Children play in safe and secure surroundings which are appropriately risk assessed by the childminder. This ensures that any additional risks, such as a pond in the garden, are identified, made safe and do not pose a hazard to children's safety.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes online research and reading to help her to keep up to date with current safeguarding procedures and statutory duties. This includes the process she must follow to protect children from specific safeguarding issues that may arise in the local community. The childminder knows the signs that may indicate a child might be at risk of neglect or abuse and understands which agencies to work with to protect children from harm. Children use electronic devices safely. The childminder is mindful to check the games children access and oversees their use of the internet to ensure their exposure to unsafe content is minimised.

What does the setting need to do to improve?

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

	Due date
provide children with consistently good levels of challenge in all activities to help them make as much progress as they can in the development of their communication and language skills	02/01/2020

establish partnerships with other settings that children attend so that information about children's progress is shared and good continuity in their learning is supported.	02/01/2020
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To further improve the quality of the early years provision, the provider should:

- monitor and evaluate practice more effectively to identify priorities for improvement and further ways to keep knowledge and skills up to date, to continually build on practice.

Setting details

Unique reference number	250949
Local authority	Suffolk
Inspection number	10123685
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	17 June 2015

Information about this early years setting

The childminder registered in 1991 and lives in Lakenheath, Suffolk. She operates all year round from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Sarah Clements

Inspection activities

- The inspector completed a tour of the childminder's home and discussed with the childminder how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector took account of the views of parents expressed in written testimonials.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons living in the household.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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