

Childminder report

Inspection date: 2 December 2019

Overall effectiveness	Inadequate
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Children's welfare is compromised because the childminder does not have a secure understanding of the procedures to follow to report child protection concerns. Despite this, children behave well, show positive attitudes and benefit from good teaching. They take part in a wide range of activities. Children build on their skills as the childminder introduces them to new activities using books and pretend play. For instance, children practise mixing flour and water, use rolling pins and learn how to use biscuit cutters before they take part in baking activities. Children are able to build on their knowledge and return to favourite activities. The childminder challenges children to develop their hand muscles. They have a go at threading buttons carefully to develop increasing control and coordination.

Children enjoy regular praise for their achievements. They work towards daily rewards for helping, trying new skills and good behaviour. They enjoy this and show pride when they receive praise. Children are supported to create links between home and the childminder's setting. They are keen to take home 'Bungle Bear'. Children and parents embrace this opportunity, taking photographs of their children doing activities at home and sending these back to the setting for children to share. Children learn how to stay safe during outdoor play, as the childminder explains it is icy outside.

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

- The childminder does not manage all aspects of her practice effectively. This is because she does not have robust safeguarding policies and procedures in place. This means that children's welfare and personal development are at risk. Despite this, children behave well and show strong bonds with the childminder. They respond well to the childminder's enthusiasm and 'can-do' attitude.
- The childminder works well with her co-childminder to support children's learning. They discuss activities and how they can support children to develop new skills. The childminder accesses training to enhance her knowledge of children's individual needs, such as those with special educational needs and/or disabilities. Children who speak English as an additional language are making good progress. The childminder values their home languages and cultures. She introduces children to food from around the world and explains how people have different beliefs.
- The childminder develops close relationships with children. She helps them to settle into her home when they first start. Children are becoming independent and are keen to do things for themselves. The childminder shows them how it is frosty outside and helps children to understand that this could cause them to slip. Children confidently collect a low step to help them climb safely onto their chair for lunchtime.

- The childminder considers how to arrange her home to support children's individual needs effectively. For instance, she has a cosy, calm area where younger children can play in a relaxed environment. Older children have a wide range of toys, games and resources to choose from to enhance their interests and extend their learning.
- The childminder builds on children's experiences. She takes children for forest walks and explains to parents how these activities enhance children's developing skills and self-confidence. The childminder takes children on 'library days', where children visit the library to learn about books and take part in singing groups.
- Children benefit from interesting activities which support their development in all areas of learning. They participate in regular outdoor play and willingly help to tidy the toys and clean tables. The childminder sometimes uses technology for short periods to show children educational videos. She chooses appropriate programs to enhance children's understanding of letters, counting and current interests. However, when technology is used at mealtimes, it distracts children from fully benefiting from the conversations and social routines.
- Parents comment that their children enjoy their days with the childminder. They are well involved in their children's learning. The childminder updates parents about their children's progress. She works closely with them to establish effective routines for children to start toilet-training, when the time comes.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder has attended training on safeguarding. She is able to talk about signs and symptoms that may indicate that a child is at risk from abuse or neglect. However, the childminder does not demonstrate a robust understanding of who she must contact to report concerns about children's welfare. This includes any concerns that children may be exposed to extremist views or be at risk from gender-based violence. The childminder's safeguarding policy has not been updated to reflect changes in local authority reporting procedures.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that robust policies and procedures are in place to report concerns about children's safety and welfare in a timely way to the relevant authorities.	02/01/2020

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

- consider when technology is best used to support children's learning, to enable children to benefit fully from conversations and social routines at mealtimes without distractions.

Setting details

Unique reference number	EY104177
Local authority	Norfolk
Inspection number	10073025
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	27 April 2016

Information about this early years setting

The childminder registered in 2002 and lives in Thetford. She operates all year round from 5.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works closely alongside a co-childminder. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Helen Hyett

Inspection activities

- The childminder showed the inspector around her home. She explained how she organises her home to meet the needs of the children who attend.
- The inspector observed the childminder interacting with children during activities indoors and outdoors. Together, they evaluated the success of activities.
- The inspector held discussions with the childminder about safeguarding. She viewed the safeguarding policy and other appropriate documents.
- The inspector observed routines, such as mealtimes. She spoke to the childminder about the children she cares for.
- The inspector viewed questionnaires completed by parents to obtain their views.

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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