

# Childminder report

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Inspection date:

5 December 2019

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

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

Children receive a warm welcome on arrival at the childminder's home and demonstrate that they are happy and settled in her care. They form positive relationships with the childminder and her assistant and enjoy their attention.

Children have variable learning experiences. The childminder does not ensure that resources are readily available. Children are not able to explore and make their own decisions about what they would like to do next. The childminder plans adult-led activities throughout the day. However, there are times when children are not consistently challenged or purposefully involved in activities. For instance, the childminder provides children with a Christmas decoration to paint. She over directs the children, which limits their creativity. That said, children are eager to join in with familiar songs and rhymes. Older children have opportunities to look at books independently and listen well as stories are read to them.

The childminder provides opportunities throughout the day for children to play outdoors in the fresh air and develop their physical skills. She has taken necessary steps to ensure that the environment is safe and secure. Children enjoy helping the childminder take food to the chickens in her garden. The childminder also takes children to places such as soft-play centres and local forests.

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

- The childminder gets to know the children well and understands how to support their ongoing learning. However, she does not always use this information well. The childminder does not provide children with a balance of adult-led activities and free play. Children sit for prolonged periods of time as they complete specific activities. In addition, some routine activities, such as 'circle time', do not fully capture the attention of the younger children. They lose concentration and struggle to remain engaged, which means that it reduces their learning and enjoyment.
- The childminder has worked hard to make improvements since her last inspection. She regularly reviews her environment and gathers the views of her assistants. The childminder has established a programme of supervision for her staff. However, she does not monitor their practice as rigorously as she could to fully support them to raise the quality of teaching.
- Partnerships with parents are effective. The childminder is committed to working closely with them. She keeps parents well informed about their children's day. The childminder encourages parents to share what their children enjoy at home. She uses an online system as a way of enabling parents to view photographs of their children involved in activities.
- The childminder supports children's speech and language development well. She

talks to babies at their level and responds positively to their gestures, expressions and sounds. Babies rock and smile as the childminder sings action songs. The childminder constantly talks to older children. She listens well to their views and asks questions during activities, to help build on their understanding.

- The childminder supports children to develop basic skills in preparation for the next stage of their learning. For instance, she encourages children to manage their own self-care skills. Older children use the toilet independently and wash their hands afterwards. They have a go at putting on their boots and coats before going outdoors. The childminder offers support when needed.
- The childminder and her assistants praise children's efforts and acknowledge their successes. This helps to boost their confidence and self-esteem. Children show pride in what they have done. For instance, they eagerly show the childminder what they have made with play dough and how they have sorted the colours of toy vehicles.
- The childminder follows children's individual routines. Children can rest or sleep when necessary. This promotes continuity of care and helps children to develop a sense of belonging.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she and her assistants have a good understanding of safeguarding procedures. They know the appropriate action to follow if they have concerns regarding the welfare of a child. The childminder and her assistants have attended relevant training so that they are fully aware of wider current safeguarding issues, such as the 'Prevent' duty. Children are supervised well and cared for in a safe and secure environment. The childminder conducts regular risk assessments to swiftly identify and manage any risks.

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

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

	Due date
ensure all children are provided with a balance of adult-led and child-initiated activities, and they have opportunities to make their own choices in play.	03/02/2020

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

- review the organisation of routine activities to suit the different ages and needs

- of children, to help capture their interest and fully enhance their learning
- strengthen the processes to monitor the quality of teaching and implement a more effective system to support and coach staff to continue to build on and improve their practice.

## Setting details

<b>Unique reference number</b>	EY463568
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10118331
<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>	12
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	10 July 2019

## Information about this early years setting

The childminder registered in 2013 and lives in Botesdale. She works with an assistant. The provision operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6.

## Information about this inspection

### Inspector

Karen Harris

### Inspection activities

- The inspector viewed all areas used for childminding and made observations throughout the inspection of children's experiences in the setting.
- The inspector held discussions with the childminder and evaluated the success of activities with her.
- The inspector looked at a sample of the childminder's documents. This included evidence about the childminder and staff's training and suitability of the childminder, her assistant and those living on the premises.
- The inspector spoke to the childminder's assistant and children at appropriate times during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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