

Childminder report

Inspection date: 15 January 2020

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

What is it like to attend this early years setting?

The provision requires improvement

Children form strong attachments to the childminder and respond well to her gentle and caring interactions. They enjoy spending time with the childminder. Children are confident and demonstrate that they feel safe and secure in her care. However, at times, the childminder's interactions do not fully encourage their curiosity or interest in exploring their own ideas. Children practise their developing physical skills in safety. They enjoy the freedom of walking round holding onto well-placed, low-level furniture.

Children use their emerging communication skills to express what they want. They take delight in sitting proudly on the bathroom stool when the childminder responds to their request for it. Children develop age-appropriate independence skills. The childminder gently encourages babies to feed themselves and places their beaker of water in their hands to show them that they can hold it for themselves. Children develop a simple understanding of right from wrong. The childminder explains to them that some things are not theirs and belong to other people.

Although the childminder uses her experience and knowledge to support children's development, she does not have a clear vision of how to improve her service. She has not taken any effective steps to keep her knowledge and skills fully up to date with current guidance or practice.

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. Although she has attended first-aid training in the past, she is unable to produce evidence of having a current paediatric first-aid certificate. She also does not have a good knowledge of changes that should be notified to Ofsted, such as changes to her health that could affect her suitability to work as a childminder.
- The childminder promotes children's communication skills. She talks them about what they are doing and repeats back their babbling sounds to encourage their understanding of conversation.
- Parents are complimentary about the childminder. They describe the strong bonds their children have developed with her. They comment on how their children enjoy making bread with the childminder and say that they spend lots of time outdoors. The childminder spends time talking to parents to share information about children's capabilities, ongoing progress and interests.
- The childminder places a strong focus on encouraging children to do things for themselves to help them develop a sense of pride in their own abilities. One way she does this is by trusting a child, who is unable to walk unaided yet, to follow her out of the living room by himself while holding onto the wall.

- The childminder has a suitable range of toys and equipment appropriate for the ages of children attending. She encourages children to play with toys that she knows they like, such as vehicles and building blocks. Although the childminder uses her knowledge of child development to support children's play, sometimes her teaching does not sufficiently challenge children or fully promote their curiosity in the toys available.
- The childminder helps promote children's understanding of a healthy lifestyle. She supplements their lunch boxes with snacks of fruit, or occasionally, home-made pasta. The childminder takes children on regular outings in the local area, such as to the park and shops. She uses the garden to provide children with further physical play opportunities, such as using ride-on toys or throwing balls.
- The childminder helps to provide children with a strong sense of emotional security. She gently comforts them when they wake from a nap, and chats to them and reassures them until they are ready to get down from her lap. When children need their nappy changing, she talks to them about what she is doing. She introduces them to good hygiene routines. For example, she explains why she needs to wash her hands.
- The childminder generally maintains the required documentation to support her in her role. She gathers suitable information from parents to help her support children's health and welfare. However, her safeguarding children policy is not in writing, which is a requirement of the Childcare Register.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is able to describe the signs and symptoms that may indicate a child is at risk from abuse or neglect. She is confident about the action to take to protect children and promote their safety. She has a suitable knowledge of wider safeguarding issues and her role in promoting children's welfare.

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
provide evidence of a current paediatric first-aid certificate	15/02/2020
undertake appropriate professional development to increase the ability to provide children with consistently good learning and development experiences, which provide high levels of challenge and continually improve	15/02/2020

improve knowledge of events and changes that should be notified to Ofsted	15/02/2020
devise and implement a written safeguarding policy.	15/02/2020

Setting details

Unique reference number	256430
Local authority	Norfolk
Inspection number	10071051
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	15 June 2015

Information about this early years setting

The childminder registered in 1996 and lives in Norwich. She operates all year round from 8.30am to 5.30pm, three days a week, except for bank holidays and family holidays.

Information about this inspection

Inspector
Gill Thornton

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact on children's learning.
- The inspector spoke to the childminder at appropriate times throughout the inspection. They discussed children's play and the resources and experiences that the childminder provides.
- The inspector looked at relevant documentation and checked evidence of the suitability of household members.
- The inspector read parents' written comments and took account of 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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