

Childminder report

Inspection date:

24 February 2020

Overall effectiveness

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

Minded children are happy in the setting and behave well. They benefit from improved and targeted learning opportunities that the childminder plans for them. This promotes children's developmental progress. The quality of education has improved to an acceptable level. Children take part in activities that they enjoy, and the childminder is responsive to their changing interests. However, she has not established partnerships with other settings that children attend so that they can work together to manage any concerns about children's care or education.

Children do not have the opportunity to do things that they are capable of for themselves as the childminder does things for them. This has an impact on children's independence and readiness for school. Despite this, children learn good health and hygiene skills. They readily accept a drink of water and wash their hands before eating when prompted to do so by the childminder. Children have limited experiences to learn about the wider world and do not often go out into the local community.

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

- The childminder is committed to the improvement of her setting. Since her last inspection, she has worked hard to improve her provision and has acted on support from the local authority. The childminder has taken positive steps to address the welfare requirements notice set at her last inspection. For example, she has attended training in both child protection and behaviour management. She now fully understands her role and responsibility to protect children's well-being and meet their individual needs.
- The childminder has not established partnerships with key staff at other settings that children attend. She has not considered the importance of an effective two-way flow of information to promote a consistent approach to children's learning and development.
- The childminder demonstrates good relationships with parents. She keeps them informed about their children's day and learning. Although children develop an understanding of their own families, the childminder does not help them to learn about people and communities beyond their immediate experience.
- The childminder does not sufficiently support children to do things for themselves and develop their self-care skills. For example, the water jug is out of reach of children, so they are not able to access it independently. The childminder pours drinks for them. She does not encourage children to put on their own coats or shoes to promote independence in managing their self-care skills.
- The childminder knows the children well and talks confidently about where they are in their learning and development. She tracks their progress so that any

concerns can be quickly identified and managed.

- The childminder is actively engaged in the children's play and learning. She is led by what they want to do. When children tire of an activity, the childminder responds positively and moves on to something else. She plans and provides a varied and interesting range of activities to build on what children already know. The childminder understands the need to adapt activities to enable children of varying stages of development to access them at their own level.
- Children take part in self-chosen activities and take pride in their achievements. For example, when they finish sorting and posting shapes into a container, the childminder congratulates their efforts. She 'high fives' them and children delight in this. The childminder helps children to understand right from wrong.
- The childminder supports the development of children's communication and language skills well. She encourages the development of their vocabulary, including those who speak English as an additional language. The childminder introduces new words and encourages children to repeat them after her.
- The childminder meets children's health and hygiene needs. Children are encouraged to have regard for their personal hygiene. The childminder recognises the risks of cross-infection. She has established clear procedures for changing children's nappies to prevent the spread of infection.

Safeguarding

The arrangements for safeguarding are effective.

Since her last inspection, the childminder has significantly improved her understanding of child protection. She has attended necessary training to ensure that she has a good awareness of the indicators of abuse and knows how to report concerns. In addition, the childminder has developed her knowledge of the 'Prevent' duty. She is aware of her responsibility to identify and support children and families who are at risk 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
establish and maintain effective partnerships with others who provide care and learning for the children.	31/03/2020

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

- encourage children to learn to do things for themselves and develop their self-

care skills

- help children learn about their local community and the wider world.

Setting details

Unique reference number	EY558084
Local authority	Suffolk
Inspection number	10129454
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	15 October 2019

Information about this early years setting

The childminder registered in May 2018 and lives in Ipswich, Suffolk. She operates all year round from 8am 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 had on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed an 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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