

Childminder report

Inspection date:

27 February 2020

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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Babies recreate actions when listening to familiar songs and rhymes, and older children keenly join in with repeated refrains. However, children who speak English as an additional language do not benefit from an ambitious educational programme to support their individual communication and language needs. For example, they rarely have opportunities to explore, hear or use their home languages in their play.

Children show that they feel safe and happy in the care of the childminder. They form close bonds with the childminder, her co-childminder and assistant. This helps them to settle well on arrival. Children understand and follow simple rules in their play. For example, they help to tidy toys away, when requested. However, babies and children are not fully encouraged to be independent in selecting games and toys for themselves, and they often rely on the childminder to access these for them. Despite this, all children, including those in receipt of additional funding, enjoy a suitable range of activities that capture their interest and support their creativity.

Children receive lots of praise and attention from the childminder. This helps to build their good levels of self-esteem. They receive consistent messages about right and wrong and respond well to the childminder's high expectations for behaviour.

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

- The childminder does not make effective use of the information she gathers from parents of children who speak English as an additional language. Although she finds out about the different languages children experience at home, she does not provide enough opportunities for children to explore these in their play. This has an impact on the development of children's understanding and early speaking skills.
- Children are not consistently encouraged to have a go at managing routine tasks for themselves. For example, the childminder does not consistently maximise opportunities for children to develop their independence at mealtimes and to help themselves to what they would like to play with next.
- The childminder creates regular opportunities for children to develop their social skills and interact with other children at local social groups and events. This supports children to widen their respect for others in their community. They also visit local parks and other places of interest where they practise their physical skills and move around energetically.
- Children are cared for in safe and secure surroundings. The childminder takes effective steps to minimise any new hazards, including those that arise when

babies are becoming more adventurous with their physical skills. Children's health and individual care needs are well met. For example, the childminder checks babies' nappies regularly and makes sure these are changed to meet their needs.

- Children's kindness and consideration are praised well by the childminder. This helps to motivate all children to behave very positively towards others. The childminder is a good role model and actively encourages children to use good manners in their interactions.
- Parents receive ongoing information about their children's time with the childminder, including the activities they get involved in. The childminder closely follows children's sleeping, toileting and eating routines from home, which helps to ensure they experience good continuity in their care. Parents express high levels of satisfaction with the care their children receive, particularly praising the childminder's support with their children's behaviour and how well they settle them.
- The childminder works well with advisers at the local authority to help review her practice. She reflects on her training and is keen to address weaknesses in the curriculum. For example, a recent training course inspired the childminder to introduce a range of 'treasure baskets' filled with interesting natural objects and real-life equipment. These are successful in helping babies to explore more readily and develop new physical skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a suitable understanding of safeguarding children issues. Together with her co-childminder, she completes relevant safeguarding training and regularly checks that she is aware of the most up-to-date procedures for reporting any concerns about a child's welfare. This includes the procedure if an allegation was made against herself or another adult. Procedures for checking the ongoing suitability of household members are robust and help to ensure children come into contact with suitable adults.

What does the setting need to do to improve?

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

	Due date
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<p>develop understanding of how to support the communication and language needs of children who speak English as an additional language, and ensure children are offered opportunities to develop and use their home languages in their play and learning.</p>	<p>27/04/2020</p>
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To further improve the quality of the early years provision, the provider should:

- create more opportunities for children to make choices, manage tasks for themselves and extend their independence skills.

Setting details

Unique reference number	EY398930
Local authority	Suffolk
Inspection number	10103282
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 10
Total number of places	10
Number of children on roll	16
Date of previous inspection	9 April 2019

Information about this early years setting

The childminder registered in 2009 and lives in Lowestoft, Suffolk. She works with a co-childminder and occasionally with an assistant. The childminder operates all year round, from 6.30am to 6.30pm from Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Clements

Inspection activities

- The inspector discussed with the childminder, her co-childminder and assistant how the early years provision and curriculum are organised.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke to parents and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons living and working 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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