

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

In the main, children learn new skills and develop their creativity while engaging in a suitable array of activities. However, children who speak English as an additional language have insufficient opportunities to use and explore their home language as part of their play and daily experiences. Babies spend time exploring 'treasure baskets' filled with a wide range of interesting natural objects. They learn to pass the objects from one hand to another and develop their early mathematical skills as they repeatedly fill and empty the baskets.

Children show that they are happy and settled in the childminder's care. They build secure emotional attachments, and younger children readily seek out the childminder for comfort and reassurance. Older children do not show consistently good levels of independence in making choices and managing some tasks. This is because they often rely on the childminder to suggest alternative games or toys and are not confident in initiating their own play.

Expectations for children's behaviour are high and particularly well supported. Children are encouraged to adopt positive manners and show kindness towards others. For example, the childminder praises children for sharing and taking turns when using the magnetic sand.

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

- The childminder understands how to support children's learning and plan their next steps. However, she does not make the best use of the information she gathers from parents about their children's home languages. For example, although she finds out about the key words families use at home, these are not put to good use in her interactions with children. This has an impact on the development of children's understanding and early speaking skills.
- Children's enjoyment of reading is fostered appropriately. The childminder encourages children to listen and join in with repeated refrains in familiar stories. Rhymes and songs feature well in the curriculum. This helps to support children's listening skills and widens the connections they make in their experiences.
- The childminder has a wide range of resources. However, she has not fully considered how to organise these to maximise children's learning and their ability to lead their own play. For example, although children know that there are toys stored on shelves and in boxes, they cannot access these independently to build on their interests and enhance their learning.
- Children are given appropriate time to work things out and respond to questions posed by the childminder. For example, while exploring magnetic sand, the childminder asks children to make marks in the sand to form the letters in their

name. She then introduces the new challenge of repeating the sounds that letters represent, which helps to further extend their literacy skills.

- Parents express high levels of satisfaction with the care their children receive, including routines such as nappy changing. They say that the childminder keeps them well informed about their children's progress and how additional funding is being used to support their learning. The childminder gathers the views of parents and takes swift action to address their suggestions. For example, she has installed a camera device at the front entrance to further reassure parents that all visitors to the house are carefully monitored.
- Children listen carefully to the childminder's instructions. They say 'please' and 'thank you', often without support. Children handle toys with care and willingly help to tidy up when asked. The childminder has a clear knowledge of how to promote positive behaviour, and children understand the consistent boundaries she sets. This supports children to develop good levels of respect and consideration for others.
- The childminder engages with local authority professionals to help improve her practice. She attends appropriate training, including a course which helped her to improve her understanding of how babies and younger children learn and develop.
- Children's safety is prioritised. The childminder works closely with her co-childminder and assistant to risk assess her home and ensure that any new hazards are quickly removed or minimised. For example, she is mindful to ensure that furniture is sturdy and stable enough when younger children begin to use it to pull themselves up to stand.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs and symptoms of abuse and the procedures to follow if she is concerned about a child's welfare. Together with her co-childminder, she completes regular safeguarding training. This helps to widen her awareness of the indicators that children and families may be in need. The childminder is clear about her responsibilities to prevent children being drawn into situations that may put them at risk, including those associated with online activities.

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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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.	27/04/2020
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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	EY398869
Local authority	Suffolk
Inspection number	10103283
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, Monday to Friday from 6.30am to 6.30pm, 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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