

Childminder report

Inspection date:

10 June 2021

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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

The childminder has not made enough progress to improve her inspection grade. She does not consider children's individual learning needs well enough when carrying out activities with them. This does not support their continuing progress to a high enough level. Despite this, children choose what they want to do. They also enjoy the childminder's interactions with them. Children are encouraged to develop their speech and language skills. The childminder models conversations and introduces new vocabulary. Children take part in activities that they enjoy, and the childminder responds positively to their changing interests. Children take responsibility for their own personal hygiene needs but are not helped to understand why it is important. Children are not routinely encouraged to manage their self-care skills, such as putting on shoes. However, they are reminded to drink regularly to stay hydrated.

The childminder establishes caring relationships with the children in her care, supporting them to feel safe and settled. Children are helped to understand right from wrong. The childminder sets clear, age-appropriate boundaries for the children and gently reminds them of these when necessary. Children have daily opportunities for exercise and fresh air, helping to promote their good health and physical well-being.

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

- Since her last inspection, the childminder has improved how she monitors children's progress to identify any gaps in their learning. She now knows where children are in their learning and development. However, she does not use this information well enough to consider how her teaching can build on what children already know. She does not encourage them to have a go for themselves. For example, during a board game, the childminder usually tells children the number on the dice, counts the number of spaces and tells children where to put their marker.
- The childminder understands the need to prepare children for the next stage of their learning, such as when they move on to school. Despite this, she does not routinely encourage children to develop their self-care skills. For example, when a child needs their shoes put on, she does not encourage them to have a go but does it for them.
- Since the last inspection, the childminder has improved her hygiene routines. She now encourages children to wash their hands at appropriate times during the day. However, she does not help them to understand why it is important. For example, when children go to the toilet, she encourages them to wash their hands afterwards. When they ask why she replies, 'it is just something we do when we have been to the toilet'.

- Children enjoy their conversations with the childminder. She listens to what they say and repeats words back so that children hear a correct sentence construction. The childminder understands the negative impact that the use of dummies can have on children's speech. She works with parents to reduce children's reliance on dummies.
- During the COVID-19 (coronavirus) pandemic, the childminder kept in touch with parents through electronic communication. When children returned to her setting, she identified where they had regressed in their learning and development and took steps to address this. She talks to parents about how they can support their children's learning at home.
- The childminder maintains mandatory training, such as safeguarding and paediatric first aid. She completes other courses that she feels might be of benefit. For example, when she previously cared for a child with a speech delay, the childminder did some training in how to support children's speech and language skills.
- The childminder maintains necessary documentation. She has implemented a new arrangement for recording accidents. She obtains written parental permission before any medication is administered to a child and records all necessary information.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms of abuse. She is aware of the importance of being alert to issues or concerns in a child's life at home. The childminder knows to pass on concerns to the relevant agencies in her local area and has the contact number for referral displayed on a poster. The childminder keeps her safeguarding training up to date so that she is aware of any changes to legislation or local procedures.

What does the setting need to do to improve?

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

	Due date
strengthen teaching to ensure that activities build on what children already know	01/09/2021
encourage children to be actively engaged in adult-led games and have opportunities to do things for themselves	01/09/2021

reinforce children's growing awareness of the purpose of good hygiene practices and managing their own self-care.	01/09/2021
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Setting details

Unique reference number	250816
Local authority	Suffolk
Inspection number	10119081
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	1 to 11
Total number of places	6
Number of children on roll	5
Date of previous inspection	25 July 2019

Information about this early years setting

The childminder registered in 1989 and lives in Haughley, Suffolk. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Jacqui Mason

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- 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 indoors and outdoors 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 with the childminder 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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