

# Childminder report

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Inspection date: 24 June 2021

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Requires improvement

## What is it like to attend this early years setting?

### The provision is inadequate

The childminder failed to notify Ofsted of a significant incident that affected the safety of children in her care. Despite this, children are happy and settled. They form secure emotional attachments with the childminder. Children enjoy cuddles and look to her for reassurance as they play and learn. The childminder is responsive to younger children's care needs. She finds out about their individual routines for sleeping and feeding through her discussions with parents. The childminder continues these, promoting continuity of care and helping children to develop a good sense of belonging. She has clear and consistent boundaries for behaviour, helping children to understand what is expected.

Children enjoy a varied range of age-appropriate resources, both indoors and outside. Children respond well to the childminder's high expectations of what they can achieve and ensures that resources are relevant to their interests. Babies enjoy exploring items in the 'treasure basket' of everyday wooden objects. The childminder shows them how to use the wooden stick to hit the wooden balls. Babies delight in her praise and look at her intently as she chats to them. Older children chat confidently to the childminder. She encourages children to play imaginatively, such as pretending to put fuel in the toy cars.

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

- The childminder does not have a secure understanding of what is a significant event that needs to be reported to Ofsted. She failed to notify Ofsted of an event that had an impact on children's safety. Despite this, the childminder does have risk assessments in place to ensure that hazards are reduced. She supervises children at all times when visitors are present, ensuring that no one is left alone with them.
- The childminder has considered the impact of the COVID-19 (coronavirus) pandemic on children. For example, after lockdown she recognised that some children were anxious about coming back to the setting. The childminder worked with parents to help children to return, helping them settle quickly.
- The childminder knows where each child is in their learning and what she needs to do to support their continuing progress. She stores toys and resources to enable children to select for themselves, promoting their independence and confidence. Children behave well. They develop the key skills needed to be ready for the next stage of their learning, such as moving on to school. Children understand the importance of good hygiene routines.
- The childminder responds positively to children's individual learning needs. For example, when she notices that some children are reluctant to touch the soil in the 'mud kitchen' she introduces dried rice instead. Children play enthusiastically, stirring and mixing as they make pretend food.

- Children enjoy the childminder's interactions with them. They persevere in activities of their own choosing. For example, they use plastic tweezers to remove wooden bees from their hive and are excited as they remove them one by one. However, the childminder does not always think to use activities like this to build on what children already know.
- The childminder gives high priority to supporting children's speech and communication skills. She engages children skilfully, modelling conversation and repeating words back so they can hear them pronounced correctly. The childminder responds positively to the babbles and gestures of babies.
- The childminder builds friendly and trusting relationships with parents. She keeps them fully informed about their child's day and encourages them to continue to share what they know about their child. Parents report that they are very happy with the service provided. They state that the childminder is kind, loving and genuinely cares for their children.
- The childminder does not persevere in her efforts to build partnerships with others who provide care and learning for the children, in order to maintain an effective two-way flow of information.
- The childminder is committed to her professional development. Since her last inspection, she has completed an early years qualification at level 5. She reflects on her practice and uses what she learns to provide good quality learning experiences for children.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder has not considered how a significant incident can impact on how she is able to safeguard children. As a result, children's safety is not assured and the childminder does not report concerns in a timely way. The childminder has completed training in child protection to ensure that she is aware of local procedures and any changes in legislation. She understands the need to identify and manage concerns about any children who may be at risk of harm from extreme behaviours and views.

## 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
improve knowledge and understanding of what is a significant event that may affect suitability and must be notified to Ofsted	02/07/2021

improve knowledge and understanding of safeguarding so that any concerns are reported in a timely way.	02/07/2021
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**To further improve the quality of the early years provision, the provider should:**

- build on interactions with children, in their self-chosen activities, to build on what they already know
- focus more closely on developing meaningful links with others who provide care and learning for the children.

## Setting details

<b>Unique reference number</b>	EY336862
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10125197
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	19
<b>Date of previous inspection</b>	17 September 2019

## Information about this early years setting

The childminder registered in 2006. She operates Monday to Friday from 7.30am to 6pm all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jacqui Mason

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (Coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her 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 and looked at a selection of policies and other records.
- The inspector checked evidence of the suitability of household members and qualifications of the childminder.
- The inspector spoke to a parent and also took account of written testimonials.

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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