

Childminder report

Inspection date:

23 June 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

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

Overall, children do not receive good-quality education. While the childminder encourages parents to read with their children at home, children do not read or sing songs often during their time with her. This means that they do not consistently learn from a rich use of language through books and songs, or about the concepts and ideas contained within them. Children show fascination in the world around them. For example, when they find dead beetles and bees, they scoop them into a bucket and talk to the childminder about insects. The childminder joins in, but she does not expand children's knowledge and understanding further. She does not encourage older children to use challenging language during their spontaneous play. This means that older children do not develop the depth of the knowledge they need to support them to make strong links in their learning.

Children thoroughly enjoy their time with the childminder. They confidently join in with a variety of play-based activities in the well-organised and clean home. Generally, activities reflect children's interests, and the childminder provides some appropriate challenges as they play. As a result, children concentrate on both adult-led and self-chosen activities. Children's behaviour is very good, and they show pride in their own achievements as they accept the childminder's praise.

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

- Teaching is not always well matched to children's learning needs. For example, the childminder does not give older children clear explanations to help them develop the language they need for thinking. This affects how well they learn to express their thoughts and ideas.
- Training the childminder completes helps her to know how to care effectively for children's physical and emotional health and how to keep them safe. The childminder identifies that she needs to strengthen 'learning'. However, she does not have clear plans in place to achieve this, for example through targeted professional development.
- Since her last inspection, the childminder has made some improvements to what she does and now meets the statutory requirements. However, there are gaps in her understanding of how to support older children. For example, she does not do enough to challenge this group of children to help them make good progress in their literacy skills and understanding of the world.
- The childminder enhances children's enjoyment as she joins in with games they create. She enthusiastically follows their lead during imaginary play. Children smile and copy the childminder as she tries to walk while she balances a ball on her head.
- The childminder knows children well and regularly shares assessments with

parents of where children are in their learning. She also provides support and advice to parents about how they can help with key aspects of their child's development at home. This has a positive impact on the progress children make.

- Younger children who speak English as an additional language make good progress in their communication and language skills. This helps them to reach a good standard in English from where they start. Their parents are very pleased with the progress they make. Children learn new words and communicate using simple sentences. They understand and follow the childminder's simple instructions and requests. She helps children to value and celebrate their home language and culture.
- Children are independent and learn how to attend to their personal care. They show that they understand the routines of the day. For example, children put their rubbish in the bin after they eat lunch and confidently wash and dry their hands.
- Children relish playing in the childminder's garden. They ride competently on bicycles and bounce enthusiastically on a small trampoline. The childminder creates enjoyable games which further encourage children to be physically active. For example, she races with children to transport small balls, using a scoop, from one 'pool' to another. Skilfully, she gradually increases the distance between the pools as children become more confident with the game.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes training to keep her knowledge of how to safeguard children up to date. She recognises the possible signs and symptoms of abuse and/or neglect. The childminder is vigilant for any indicators that a child may be suffering from harm, and has an awareness of current issues, such as the impact of the COVID-19 (coronavirus) pandemic on families and children. She knows what she must do if she has concerns about the safety of a child. The childminder understands how to work with parents and other agencies to protect children.

What does the setting need to do to improve?

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

- focus professional development plans on further enhancing knowledge about how children learn, and improve teaching skills to support children to build on what they already know and can do
- improve the quality of information and the clarity of explanations given to children to help them make new links in their learning and deepen their knowledge
- strengthen the provision for children's literacy, to develop their understanding and enjoyment of language and the written word.

Setting details

Unique reference number	EY558084
Local authority	Suffolk
Inspection number	10147669
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	3 to 11
Total number of places	5
Number of children on roll	6
Date of previous inspection	24 February 2020

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

Kate Hipperson

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 her evaluation of the setting.
- The childminder and the inspector observed and discussed planned activities.
- The inspector and the childminder discussed the childminder's curriculum for children, to help understand what it is that the childminder is aiming for children to learn and remember, and how this is implemented.
- The inspector observed the childminder's provision for children. Essential documentation was reviewed and the suitability of household members was discussed.
- The children and the childminder spoke with the inspector during the inspection.
- The inspector spoke with a small number of parents and took account of their views.

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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