

Childminder report

Inspection date: 17 August 2021

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's experiences in the setting are very limited. They have little interaction or support for their learning from the childminder or her assistant. The childminder spends much of her time providing reassurance to a very unsettled younger child and managing daily routines, such as preparing snack or lunch. Her assistant spends considerably more time with the children, observing them to ensure their safety, but lacks an understanding of how children learn and develop. Consequently, children are often left to amuse themselves.

The childminder is not ambitious enough for children's learning. They have too few opportunities to help them to build on what they already know and can do. Children of all ages are given the same craft activity. This provides minimal challenge for the older children, while younger children have no direction from the childminder who joins in for only a brief period. Despite this, children remain engaged in this activity as there is little else that interests them.

Children of all ages enjoy spending time together. They talk to each other and are, generally, happy. However, due to the lack of adult support this can sometimes lead to disagreements, for example, about which friend they want sitting next to them at the table. While confident children, generally, resolve these issues themselves, this is to the detriment of less-confident children who move to sit elsewhere.

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

- The childminder does not ensure her assistant understands the setting's safeguarding policies and procedures. They do not know what to do, for example, if a safeguarding allegation is made about the childminder or a household member. This lack of understanding of safeguarding policies and procedures could mean that appropriate action may not be taken if there was a concern about children's welfare.
- The childminder's assistant has no childcare qualifications, experience, or skills. Despite this, there is no system in place to support them to improve their knowledge of how children learn. The assistant spends a significant amount of time with the children and the childminder has identified their poor practice, however, she has not taken any action to address this. The assistant has not been offered any training or other professional development opportunities to help them to gain a suitable knowledge of how children learn.
- The childminder does not have any induction processes in place for new assistants. While her assistant has read a recently updated risk assessment following a significant incident, they have not read any of the setting's policies or procedures. The assistant only understands their role as to 'help out' when the

childminder is busy. This lack of understanding about their roles and responsibilities and how the childcare setting operates contributes significantly to children's poor quality experiences.

- During the inspection, children engaged in very few meaningful learning opportunities. Despite the childminder being highly qualified, activities are not planned effectively to build on what children already know and can do. The childminder recognises children's interests, for example that a baby enjoys songs and stories. However, she does not provide these opportunities to help them to settle. Consequently, the childminder spends significant amounts of time carrying unsettled children, which prevents them from practising other skills, such as moving and walking.
- Children have minimal opportunities to learn outdoors. Resources that are available for children in the childminder's garden are rain-soaked and dirty. Children wander around and show they are bored and have no interest in learning. They find some slugs and snails under a plastic measuring cup which they had located in the garden previously. This engages them momentarily as they look at the slugs. Other than a low garden wall on which they balance, there is nothing else for children to do.
- Children listen to the childminder and follow her instructions. They come indoors and wash their hands when requested to. The childminder explains that they need to do this to prevent them from getting sick. However, children struggle to maintain positive relationships with their peers. One child cries when another child pushes them when washing their hands. The childminder's assistant goes to watch the children but offers little encouragement for them to be kind to each other.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder has not shared her safeguarding policy with her assistant or provided them with any training to help them to know how to respond to any concerns about children. She relies on historical training her assistant has accessed, but has not checked to ensure they have an up-to-date knowledge. Given that her assistant spends a considerable amount of time with the children, while the childminder is preoccupied elsewhere, this is of significant concern. Despite this, the childminder knows how to identify signs that a child may be at risk of harm and knows the procedure she must follow to report her concerns.

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
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train all assistants to understand the safeguarding policy and procedures, and ensure they all have an up-to-date knowledge of safeguarding issues	01/10/2021
ensure all assistants working with children have appropriate training, skills and knowledge of how children learn in order to successfully support their development	01/10/2021
improve the quality of adult interactions with children and ensure weak practice is swiftly identified and addressed through an effective system of supervision, coaching and support for continuing professional development	01/10/2021
ensure all assistants receive induction training to help them to understand the setting's policies and procedures and the requirements of their role	01/10/2021
ensure each area of learning and development is implemented through planned purposeful play and is targeted to each individual child's interests and stage of development	01/10/2021
ensure children are provided with meaningful outdoor activities.	01/10/2021

Setting details

Unique reference number	2577845
Local authority	Suffolk
Inspection number	10205061
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 8
Total number of places	12
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She employs an assistant. The childminder holds an appropriate early years qualification at level 6. The setting opens seven days a week, all year round, from 7am to 8pm. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Meredith-Jenkins

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic on the childminder and has taken that into account in her evaluation of the childminder.
- The childminder and the inspector completed a learning walk together.
- Children spoke to the inspector about their experiences in the setting.
- The childminder and the inspector jointly evaluated a spontaneous activity.
- The inspector reviewed and took account of parent's and children's written comments about their experiences in the setting.
- The inspector spoke to the childminder and her assistant at convenient times throughout the inspection and looked at a sample of documents, including evidence of the childminder's suitability.

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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