

Childminder report

Inspection date:

7 October 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

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder does not ensure that children are always supervised well. On occasions, children are not within sight or hearing when they are playing in the garden. However, the childminder checks her garden regularly to make sure that it is safe and secure.

Children enjoy their time at the setting and engage in the varied activities the childminder provides for them. However, they have variable learning experiences. The older, most-able children often get more attention. They are spoken to more frequently, particularly by the childminder's assistant. This is to the disadvantage of less-vocal children, who get fewer opportunities to practise their speaking skills. While the childminder recognises the importance of helping all children to develop their communication and language skills, this is not implemented consistently.

Children behave well and play happily together. However, some children are more confident to lead play, while others follow and make less choices of their own. Younger children show that they are settled in the childminder's care and respond well to both the childminder and her assistant.

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

- The childminder does not supervise children well enough. During the inspection, children were left playing in the childminder's garden while she and her assistant went to the front door. Children were not within sight or hearing. This is a breach of the safeguarding and welfare requirements. However, children were only out of sight and hearing for a short period and came to no harm.
- The childminder knows the children well, including where they may need additional support. However, she does not monitor the practice of her assistant well enough to ensure they are always meeting children's specific learning needs. She does not take account of her assistant's lack of qualifications or experience. There is no procedure in place to supervise or support her assistant effectively, to help continually improve their practice. This means that children do not get consistent opportunities to build on what they already know and can do.
- Children do not all have the same opportunities to practise their speaking skills. Some children are more confident to speak and do so well, showing a range of vocabulary and competent language skills. However, those children who would benefit from additional opportunities to practise their language skills do not always get the focused attention they require. Nevertheless, the childminder does demonstrate how she supports children's language skills at times. She repeats children's words, forming sentences for children to hear, to enable them to grow their language.

- The childminder knows what children enjoy doing. She provides a suitable range of activities that keep them engaged throughout the day. Children use their imagination to build a house out of play bricks. They are creative and enjoy mark making and colouring pictures, which they proudly show to others. Children listen to stories with interest as the childminder reads to them.
- Children invite their friends to play with them and they play well together, developing positive relationships with others. Younger children begin to learn routines, such as when they must wash their hands. The childminder supports them with this activity and talks sensitively to them as they have a go. Younger children manage routines well. They readily go to have their nappy changed and settle quickly to sleep. The childminder regularly makes visual checks of sleeping children.
- Children have many opportunities to practise their physical skills outside of the setting. They visit the park, where older children become competent in climbing and younger children learn to negotiate steps.
- The childminder provides parents with daily feedback about their children's experiences in the setting. Parents comment positively about the care their children receive and the activities and outings the children have. They comment that children learn new songs at the setting, which they sing at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed appropriate safeguarding training. She knows the signs to look out for that may indicate a child is at risk of harm or is being harmed. She understands the procedures she must follow if she has a concern about a child and knows who to report any concerns to. The childminder is aware of a wide range of safeguarding matters, for example she knows the risks to children of unsafe internet access. She is well organised and knows that she must keep appropriate records to promote children's welfare, including records of accidents and any injuries that children arrive with at the setting.

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
ensure that children are always supervised well and are always within sight or hearing	21/10/2021

implement an effective system of supervision and support to ensure that assistants have the required skills and knowledge to support children's specific learning needs	07/11/2021
ensure that opportunities to promote all children's communication and language skills are implemented consistently.	07/11/2021

Setting details

Unique reference number	256719
Local authority	Norfolk
Inspection number	10209475
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	12
Number of children on roll	12
Date of previous inspection	9 September 2016

Information about this early years setting

The childminder registered in 2009 and lives in Wymondham. She operates all year round, from 8am to 6pm on Monday to Friday, except for bank holidays and family holidays. The childminder works with her husband, who is her assistant. 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 provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder discussed with the inspector what it is she intends the children to learn and how she organises her provision to support this.
- Children spoke to the inspector about the activities they were engaged in and what they enjoyed doing in the setting.
- The childminder and the inspector jointly evaluated a spontaneous activity.
- Parents provided written feedback about their children's experiences at the childminder's setting. The inspector took account of this feedback.
- The childminder and the inspector held discussions at appropriate times during the inspection, taking account of children's needs. The inspector looked at a sample of documents, including evidence of suitability and attendance records.

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

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