

Childminder report

Inspection date: 19 October 2021

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The childminder's safeguarding policy and procedures are not in line with the guidance from the local safeguarding partners. She does not have a good understanding of wider safeguarding issues. This puts children's welfare at risk.

The childminder's curriculum does not focus enough on helping young children to develop their personal, social and emotional skills. For instance, children do not get good levels of support to help them to take turns and learn to share. This means that there are regular disagreements about whose turn it is with a toy. These disagreements distract children from becoming highly involved in their play. In addition to this, some activities are not well matched to children's stage of learning. For instance, two-year-olds are invited to colour in a sheet of pictures linked to Halloween, such as pumpkins and bats. However, they soon lose interest in this, preferring to create their own marks and pictures on the paper.

Despite the identified weaknesses, children show that they enjoy the childminder's company. They laugh when she hides a toy snake and copy her words, saying 'where can it be?' Children sometimes attempt to sing songs and play along with an instrument. In general, children are achieving the expected developmental milestones. They are acquiring some of the skills they will need for their future learning.

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

- The childminder has not ensured that her safeguarding policy reflects the guidance of the local authority. She does not demonstrate a secure knowledge of safeguarding concerns, such as gender-based violence. These weaknesses in practice put children at risk.
- The childminder talks about what she wants children to be able to do. She aims to help children to play together. However, this is often not successful. The childminder has not focused on helping children to share and take turns. This means that children regularly become upset when a toy is taken by another child. Children show their frustration. They sometimes throw themselves back on the floor to show their annoyance and to gain the childminder's attention.
- Some activities are not well matched with the children's needs. They do not challenge the children to develop their skills. For instance, the childminder encourages children to sing nursery rhymes. However, they lose interest when she waits for them to sing the rhyme on their own, rather than enthusiastically joining in with them. The childminder offers children a range of toys to play with. However, some of these toys require little creativity and imagination from the children.
- Children show an interest in books. They turn the pages and point out the

pictures. Some children talk about what is happening in the pictures. They remember words from the stories, showing that they can recall past experiences. Children make some links in their learning. For instance, they look at books related to their interest in pumpkins, a friendly witch and her cat.

- The childminder shows an understanding of helping children to become independent. She works with parents to help children to learn to use the potty or toilet through consistent routines, when they are ready.
- The childminder has established links with parents. As a result of the COVID-19 pandemic, parents now say goodbye to children at the childminder's door. She reports that children still settle well when they arrive. The childminder sends regular newsletters to parents. She gives them ideas of how they could support children's learning at home.
- Children show an interest in the world around them. They notice diggers and tractors when they go on walks. The childminder has obtained some resources that reflect the differences between people. She helps children learn about celebrations from cultures that may be different from their own.
- The childminder has relevant childcare qualifications. She has taken part in some online training courses to develop her knowledge. However, she has not effectively identified areas for improvement. For instance, training has not been well matched to the areas of practice that need to be addressed.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder recognises some signs and symptoms of abuse. However, she is not aware of the local authority procedures to report safeguarding concerns about children. The childminder does not have the appropriate contact details to discuss concerns or make a referral about a child, where required. This means that concerns about children's welfare may not be swiftly reported, putting children at risk from harm. The childminder is not aware of the signs that a girl may have been subjected to, or be at risk of, female genital mutilation.

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 safeguarding policies and procedures are in line with those of the local safeguarding partners	26/10/2021

understand and be able to identify the signs that a girl may have been subjected to, or is at risk of, female genital mutilation	26/10/2021
provide children with high levels of support to help them to cooperate, start to take turns and play well with others	09/11/2021
ensure that activities for children are consistently challenging, enjoyable and well matched to their individual needs.	09/11/2021

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

- establish effective ways to reflect on practice, swiftly identifying and addressing areas for improvement.

Setting details

Unique reference number	EY428471
Local authority	Suffolk
Inspection number	10074803
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	3 March 2016

Information about this early years setting

The childminder registered in 2011 and lives in Red Lodge on the outskirts of Bury St Edmunds in Suffolk. She operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds a relevant early years degree qualification.

Information about this inspection

Inspector

Helen Hyett

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 spoke to the inspector about what she wants children to learn and the skills she helps them to develop.
- The inspector watched the childminder playing with the children and doing activities indoors. The childminder and the inspector evaluated children's learning.
- The childminder showed the inspector a range of documentation, including her first-aid certificate and safeguarding policy.
- The inspector obtained parents' views through written feedback. She talked to the children and looked at books with them at appropriate times.

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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