

# Childminder report

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Inspection date:

9 December 2021

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## **Overall effectiveness**

## **Inadequate**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

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 does not have a secure understanding of her responsibility to promote children's safety and well-being. This means that children's safety cannot be assured. However, the arrangements to promote children's learning are good.

Children demonstrate that they are comfortable and happy in the care of the childminder and her assistant. Young children confidently seek cuddles from the childminder and her assistant as they become familiar with the setting. Children develop confidence to explore the opportunities on offer. They bring toys to the childminder and her assistant; confident that they will be met with a smile and a helpful playmate. Children gleefully dance and sing along to favourite songs and rhymes together, joined by the childminder's assistant. Babies demonstrate that they are interested in the older children's play as they carefully watch from the comfort of an adult's lap.

Children develop positive behaviours towards each other, as the childminder and her assistant model good manners, turn taking and kindness. The childminder gathers information from parents before children start to help her plan promptly for children's individual care needs and interests. All children enjoy their time with the childminder and make good progress in their learning and development.

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

- The childminder has not developed and implemented robust safeguarding policies and procedures in line with local safeguarding partners' guidance. She has not developed and implemented any system to record and track emerging and ongoing child protection concerns. The childminder and her assistant do not demonstrate that they consistently take appropriate action to work with others to promote children's safety and well-being. This means that children may not be protected from harm.
- The childminder, makes regular assessments of children's learning and development, including the two-year progress check. She uses these to plan for their next steps in learning. Children learn more and remember more over their time with the childminder.
- The childminder introduces mathematical concepts to children as they play. She draws children's attention to the fact that only one eye is depicted in a 'Gruffalo' puzzle. She helps them to think about how many he actually has, introducing concepts of more and less. Children begin to develop the ability to think mathematically and use their knowledge in everyday situations.
- Children have plenty of opportunities to share books with the childminder and her assistant. The childminder links books to children's experiences, such as providing books about toileting to support children who are potty training. Young

children develop a love of books and stories through this shared attention.

- The childminder and her assistant provide support to young children as they begin to learn how to manage their emotions. For example, when children become upset as they bump into each other, the childminder calmly supports them to notice how accidents can happen. She names their feelings and explains how they can be careful as they move around. Children learn how to be kind and considerate as they begin to understand and manage their emotions and behaviours.
- Partnerships with parents are good. Although parents no longer come into the childminder's home because of COVID-19 pandemic measures, the childminder ensures that they have time to share information. Parents' written feedback demonstrates that they are pleased with their children's progress in learning.
- The childminder pays attention to the children's physical health and hygiene. She and her assistant provide healthy snacks and support children to learn about oral hygiene. Children learn how to grow fruit and vegetables in the childminder's garden. They play outside daily and take regular walks in the local park and woods. Children develop habits that will support their future good health and development.
- Children have plenty of opportunities to develop their fine-motor skills. For example, they excitedly apply glue and glitter while the childminder takes the opportunity to teach words for small quantities, such as a 'pinch' or a 'sprinkle'. They are developing the physical skills they will need for future writing.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a good enough understanding of child protection. Although she has completed some safeguarding training, gaps in the childminder's safeguarding knowledge, and a lack of professional curiosity, mean that she cannot recognise and respond to some signs that a child may be at risk of harm. This means that she cannot provide appropriate guidance to her assistant. However, other aspects of her safeguarding knowledge are more secure. For example, the childminder knows how to raise concerns that a child may be at risk of radicalisation. Weaknesses in safeguarding knowledge mean that children's safety and welfare cannot be assured fully.

## 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:**

	<b>Due date</b>
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develop and implement safeguarding policies and procedures that are in line with the local safeguarding partners' guidance	31/12/2021
improve safeguarding knowledge to fully understand how to identify and respond to any signs of possible abuse and neglect	31/12/2021
maintain records of all existing and emerging child protection concerns in line with local safeguarding partners' guidance	17/12/2021
ensure that all assistants have up-to-date knowledge and understanding that equips them to identify and respond to signs that a child might be at risk of harm from abuse or neglect.	31/12/2021

## Setting details

<b>Unique reference number</b>	260985
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10066164
<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 6
<b>Total number of places</b>	12
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	3 December 2015

## Information about this early years setting

The childminder registered in 2001 and lives in Lowestoft, Suffolk. She works with her husband as her assistant. On occasions, she may work with a further assistant. The childminder operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Terrie Simpson

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning and development.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning
- The childminder provided the inspector with a sample of key documentation on request, including the safeguarding policy.

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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