

# Childminder report

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Inspection date:

21 January 2022

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## **Overall effectiveness**

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## **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

Inadequate

## What is it like to attend this early years setting?

### The provision requires improvement

Children do not always benefit from good quality interactions to support their communication and language development. Although they are keen to communicate their ideas and choices, they do not have enough opportunities to hear and practise new vocabulary in their play. Despite this, children enjoy joining in with familiar songs and rhymes. They often choose to look at books. Children notice their favourite characters and anticipate what they will see on the next page. Two-year-old children help themselves to the toys and games available to them. They remain engaged in activities of their choice, demonstrating reasonable levels of concentration.

Children are happy and form secure attachments to the childminder and her assistant. Babies, including those who are new to the setting, settle quickly. They snuggle up closely to the childminder and feel comforted when they are tired. During nappy changing routines, they giggle and make sounds to show they enjoy the childminder's singing.

Children understand what is expected of them and how to behave appropriately. They share toys and books well. For example, they use a sand timer to help them to take turns to sit on the new beanbag. Older children learn to be independent and take care of their personal needs, such as washing their hands before eating.

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

- Although the childminder identifies some broad knowledge and skills children need to develop, her intentions for children's learning are not specific enough. In particular, the childminder is not always clear about how she plans to support children to make good progress in their communication and language development.
- The childminder responds to the children's interests, such as role play, and provides suitable resources to extend their play. For example, younger children enjoy using a variety of bags and purses to support their imaginative ideas. The childminder encourages them to have a go at opening the zip on a purse. This helps children to strengthen their physical control and coordination.
- The childminder builds strong bonds with children and supports their emotional well-being. She helps older children to develop a secure sense of responsibility. For example, the childminder models kind behaviour and encourages children to work together to tidy the books.
- The childminder provides children with some opportunities and further experiences to develop their physical and social skills in the community. For instance, the childminder takes children to the local park and social groups.
- Effective risk assessments are in place to help ensure children's safety in the

home and on outings. Children are supervised appropriately, including while they sleep. The childminder's assistant is aware of their role in supervising children when the childminder is busy tending to the care needs of the youngest children.

- Parents are kept informed about their children's daily activities. The childminder meets with them when their children first join the setting. This helps her to find out about children's individual needs and agree on suitable routines to help them to settle.
- The childminder does not build links with the other early years settings that children also attend. This means that information is not shared or gathered to help promote good continuity in children's learning and development.
- With the support of local authority advisors, the childminder has taken appropriate steps to address the weaknesses raised at the last inspection. The childminder has worked with her assistant to ensure they understand the setting's policies and procedures. However, she recognises that the arrangements to monitor and improve the ongoing performance and morale of her assistant are still being developed.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an appropriate knowledge and understanding of how to identify and manage child protection concerns. She attends relevant training to ensure she is familiar with safeguarding issues. This includes training to help her recognise when a child may be at risk of exposure to extreme views or behaviours. Since the last inspection, the childminder has worked with her assistant to ensure they also understand their role and responsibilities in protecting children from harm. For example, they know who they must contact within the local safeguarding children partnership if they are concerned about a child's welfare.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
improve knowledge and understanding of language development, in order to ensure that activities and interactions support children to develop their vocabulary and communication skills	25/02/2022

establish a two-way flow of information with the other early years settings children attend, to help ensure good continuity in children's learning and development.	25/02/2022
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**To further improve the quality of the early years provision, the provider should:**

- strengthen the arrangements for coaching and supporting assistants, to help raise the quality of interactions with children.

## Setting details

<b>Unique reference number</b>	2577845
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10205957
<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 7
<b>Total number of places</b>	12
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	17 August 2021

## Information about this early years setting

The childminder registered in 2020 and lives in Ipswich, Suffolk. She operates all year round. Sessions operate all year round from 7am to 8.30pm on Monday to Friday, and from 8.30am to 3.30pm on Saturday. The childminder provides funded early education for two-, three- and four-year-old children. She regularly works with an assistant. The childminder holds an appropriate early years qualification at level 6.

## Information about this inspection

### Inspector

Sarah Clements

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and inspector discussed how the early years provision and curriculum are organised.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- Children and the assistant spoke to the inspector at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons living at the setting.

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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