

Childminder report

Inspection date:

20 May 2022

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	Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children arrive with big smiles and are greeted warmly by the childminder. They make 'breakfast' in the play kitchen and fill containers with pretend food. They turn pages in books and find pictures of food. The childminder uses books to identify the names of fruits and vegetables and she asks children which they like to eat. However, she does not adapt her interactions to help stretch and challenge children's learning further.

Children are not always provided with a curriculum that challenges and extends their learning and development. Some activities do not capture children's engagement and allow them to lead their own play. For example, children investigate a tray of coloured rice. However, the lack of resources provided means that children soon lose interest and sprinkle rice onto the floor. Young children show an interest in playing with toy vehicles. However, the quantity of toy vehicles available is too few, which hinders children's play and they become disinterested.

Some areas of learning are not yet supported in the childminder's home. There are no opportunities for children to experiment with drawing and writing. This hinders children's early writing development. The childminder identifies that she needs to engage with training opportunities to enhance her implementation of the curriculum and the quality of the learning experiences she provides.

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

- There are some weaknesses in the childminder's knowledge of how to promote children's learning effectively. There are too few resources for children to explore, which hinders the development of their play. For example, children become frustrated when they have to wait for their turn to play with a tractor and trailer.
- The childminder lacks confidence in extending children's communication and language. For example, young children start to sing 'Old MacDonald had a farm' but stop when they run out of words they know. The childminder does not use this opportunity to teach children more of the song. When children look at pictures of bees, the childminder does not ask open-ended questions to initiate a two-way conversation and develop their vocabulary.
- The curriculum provided does not support children to take risks in their learning and development. For example, children do not have access to scissors or long-handled paintbrushes. The childminder recognises that this is because she has a fear of children hurting themselves. However, this limits children's development and understanding of how to use equipment correctly.
- Children show that they feel safe and secure. They cuddle the childminder when they are sleepy and take books to her for her to read to them. When young

children become upset, she rubs their back and distracts them by carrying them to the window and asking them what they can see.

- The childminder recognises when children become hungry or tired. She provides spaces for quiet rest and is quick to organise food for snack and lunchtime. The childminder is sensitive and respectful when undertaking nappy changes. She talks gently to the children and praises them when they lie still. This supports children's emotional development and helps them to understand what is expected of them.
- The childminder supports children's understanding of how to behave well and she models positive behaviour. She supports children's self-esteem by praising them when they share. Young children are quick to respond and they pass toys to one another and show kindness when finding each other's drinks bottles.
- The childminder organises opportunities for children to explore the local area and to broaden children's experiences. She makes use of local woodland and soft-play areas to enable children to have exercise and physical play. She also uses these opportunities to further enhance teaching and learning opportunities. Children have recently made bark paintings.
- Parents speak positively about the childminder. They comment that they are 'extremely impressed' with the range of communication she provides through informal chats and newsletters. Although parents do not enter the premises, they say that they are kept 'fully informed' with photos and descriptions via an electronic platform. Parents say that they particularly like the range of trips and activities the childminder organises in the local area.

Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe and are treated with respect and kindness. The childminder has a good understanding of how to report and monitor any concerns and keep up to date with safeguarding training. This includes knowing who to contact to seek advice and make a referral. The childminder is confident in the action she must take if there is an allegation made against her. The childminder recognises the importance of tracking attendance and she demonstrates the capacity to challenge parents if she has a concern. The childminder keeps accurate records and has good organisation. This helps her to have a good overview of children's well-being.

What does the setting need to do to improve?

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

	Due date
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plan and implement challenging and stimulating learning experiences which are based on each child's individual needs	29/07/2022
target professional development to identify gaps in knowledge, skills and practice that will raise the quality of the curriculum provided	29/07/2022
support children to take risks in their learning and development.	10/06/2022

Setting details

Unique reference number	2544748
Local authority	Suffolk
Inspection number	10221493
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 2
Total number of places	5
Number of children on roll	0
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Brandon, Suffolk. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Oakden

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 their evaluation of the setting.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector observed the interactions between the childminder and the children.
- The inspector observed the quality of education being provided.
- The childminder provided the inspector with a sample of relevant documentation on request.
- Some parents spoke to the inspector and shared their views of 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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