

Childminder report

Inspection date:

29 September 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision is inadequate

Children's welfare is not safeguarded. The childminder does not have a secure knowledge and understanding of how to identify possible behaviours and signs of abuse. She is unclear how to report any concerns to ensure children's safety and well-being. The childminder does not keep robust attendance records to ensure that in the event of an emergency, children's welfare is protected. Despite this, children are very happy, settled and eager to learn. They feel comfortable and confident in the childminder's welcoming home. The childminder knows the children well and provides appropriate resources and activities. Activities are carefully planned around children's interests. Quality toys and resources are accessible, and children take a lead in choosing what they want to play with. As a result, children become independent, enjoy their learning and make good progress.

The childminder has a good understanding of how to provide a broad range of learning opportunities and a challenging curriculum. Children show enthusiasm to 'have a go' at new experiences. They enjoy walks in the woods to collect natural materials, such as leaves and pinecones. They use these to make a trail in the garden to find their way back to the house. The childminder promotes mathematics and children use mathematical language to compare the size of the leaves. They discuss them being 'bigger', 'smaller', 'heavier' or 'lighter'.

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

- The childminder has not completed any recent safeguarding training or kept up to date with the wider aspects of child protection. She does not have a secure knowledge of the procedures to follow should she have a concern regarding a child in her care. Therefore, swift and appropriate intervention may not be sought when children might be at risk of abuse. This does not protect children from harm. The childminder does not keep comprehensive daily attendance records detailing the names and times children attend. Therefore, in the event of an emergency when children needing to be accounted for, they are not protected.
- The childminder speaks of the high expectations for the children in her care. She is ambitious, evaluates her practice and has plans in place to develop further, which includes the outdoor learning environment. However, while the childminder demonstrates a commitment to improve, she has not completed any recent professional development opportunities to ensure she is fully updated with current practices.
- Parents speak highly of the childminder and discuss how quickly children settle in the 'home-from-home' environment. Parents comment that they are fully informed regarding their children's development. They feel supported and are grateful for the nutritious home-cooked meals their children receive. Parents feel

assured their children are learning and having fun with the childminder.

- Children's mathematical development is progressing well. Even very young children have a good understanding of shape and size. They persevere as they complete puzzles that provide them with sufficient challenge. They demonstrate a good understanding of numbers and can accurately count and put them in order. Children use language, such as 'half' and 'whole', as they discuss the shapes and pieces of a puzzle.
- Children's language and communication is good. The childminder engages children in meaningful conversations. She understands the importance of posing appropriate questions and allowing children time to think and respond. She is a good role model and introduces new words to broaden their vocabulary. Children are confident speakers, communicate their needs well and ask lots of questions.
- Children relish their time outdoors and happily play at the mud kitchen. Children show sustained levels of concentration as they make potions. They add petals to water and enjoy the sensory experience, engaging the childminder in their play. They understand the expectations of the childminder who speaks to them respectfully, and their behaviour is very good.
- The childminder effectively teaches the children the importance of healthy lifestyles. They have daily opportunities for fresh air and exercise and develop their physical skills. They enjoy daily walks in the wood. They learn about oral health through well-planned activities. They are offered balanced, nutritious snacks and meals. Children's views are respected as they discuss and help the childminder plan the menu each week. Children display good manners and thank the childminder without prompting when offered snacks of blueberries and raspberries.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a secure knowledge of the safeguarding procedures to follow should she have concerns about a child's well-being. She has not completed recent safeguarding training to ensure that her safeguarding knowledge is current. She has some knowledge of possible behaviours, signs and symptoms that might alert her to a child being harmed or unsafe. However, she has limited understanding of the wider aspects of child protection, such as county lines, the 'Prevent' duty or breast ironing. The childminder does not keep robust attendance records, which does not promote the safe and efficient management of her provision. Despite this, children are taught how to keep themselves safe through planned activities and when outdoors. They understand the importance of road safety and how to keep themselves healthy. The childminder completes risk assessments to ensure children play in a safe environment.

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
obtain an up-to-date knowledge and understanding of safeguarding issues and the responsibility to protect children from harm	05/10/2022
ensure there is an accurate daily record of the children being cared for and the hours they attend.	05/10/2022

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

- engage in continuous professional development opportunities to keep up to date with practice and to provide children with an even higher quality of education.

Setting details

Unique reference number	EY253573
Local authority	Suffolk
Inspection number	10124394
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	3 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	25 May 2016

Information about this early years setting

The childminder was registered in 2003 and lives in Kesgrave, Suffolk. She operates from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the setting has 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 setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed interactions between the childminder and the children.
- The inspector took account of the views of the parents.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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