

# Childminder report

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Inspection date:

5 December 2022

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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**

Children's safety and well-being are compromised. This is because the childminder does not meet all of the legal requirements regarding safeguarding and the administration of medication. Despite these significant weaknesses, children do make progress during their time with the childminder. They behave well and develop positive attitudes to learning as they engage with an appropriate and challenging curriculum.

Children benefit from a wide range of well-planned educational activities. These include many outings, which form a significant part of their time with the childminder. Children's confidence grows over time. Trips, visits and playgroups that the children attend are well chosen to meet their learning needs. Consequently, these experiences help children to develop many skills. They learn to engage with people of all ages in their local community. This helps children to learn about differences between themselves and others. The carefully chosen activities help to develop children's understanding of the needs of others. This, in turn, builds on the development of their good characters.

Children are at ease in the childminder's care. They contentedly join in with each other and the childminder. When playing a farm themed game, children learn how to take turns and express what they know. They practise their speaking skills and hear lots of new words. This contributes to their growing vocabulary and understanding of the world.

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

- The childminder does not fully understand her role in safeguarding children. She does not always implement effective procedures to keep children safe.
- Where other professionals are involved in supporting children and their families, the childminder does not ensure that she fully contributes and is not aware enough of specific aspects of children's care. For example, the childminder does not always ensure that she has a clear understanding of any treatment or support plans in place for children. This compromises her ability to meet children's health needs when they are in her care.
- The childminder does not ensure that she always has children's emergency medication with her. Furthermore, she fails to ensure that she has appropriate written permission from parents to administer children's medication. This compromises her ability to keep children safe by promptly meeting their medical needs.
- The childminder closely observes children while they are in her care. She uses her knowledge and experience of child development to assess their skills and knowledge. This helps her to identify any concerns about children's

development. She shares her highly detailed observations with parents so that they can seek relevant support from other agencies, when necessary.

- Out in the childminder's inviting garden, children explore sand, which develops their physical skills, as they dig and make creations. They experiment with making marks with chalks on large boards. A purposefully covered area, created to support more time outside during the COVID-19 period, means that children benefit from extended periods playing outside, while being sheltered from the weather.
- The childminder is alongside children as they play. She models how to use toys and resources. The childminder gives children good descriptions that help them to understand new concepts. She skilfully adapts her teaching to target it at children's individual needs. The childminder works on supporting all areas of their development. However, children do not have enough exposure to counting and numbers during their play to help them be fully confident in these areas.
- The childminder knows children and their families well. She listens to what parents tell her about children's interests and plans how to support their learning by complementing what they do and enjoy at home. This helps children to make links in their learning.
- The childminder supports children to understand her clear rules and expectations for their behaviour. Consequently, children behave well towards each other and show kindness and consideration.
- Parents are highly satisfied and extremely positive about the childminder's care and support. They state that their children thrive in the childminder's care.
- Children have lots of opportunities and support from the childminder to develop their imaginations. They deeply engage with role-play activities. They play with dolls' houses, toy kitchens and real equipment, such as a metal tea set. The childminder asks them about their ideas and encourages them to make their own suggestions.

## Safeguarding

The arrangements for safeguarding are not effective.

Despite completing training in relation to safeguarding children, the childminder does not recognise when some information may indicate that a child is at risk of abuse and/or neglect. The childminder has close and emotionally supportive partnerships with parents and children, and she is aware of what is happening in their home lives. However, she does not ensure that she is fully aware of the other professionals or agencies involved in children's care. The childminder does not always recognise how she can support families further through working closely with other agencies. She does not maintain appropriate records to help keep children safe from harm. These issues compromise her ability and desire to ensure that children are appropriately supported. The childminder can explain what action she would take in the event of an allegation being made against herself or a household member.

## 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>
improve understanding of how to recognise when information indicates that there is a possible cause for concern about a child's safety or well-being and how to respond to this information	05/01/2023
recognise when it is appropriate to liaise with other agencies to ensure that children and families receive help and support, where needed	05/01/2023
obtain written permission from parents for the administration of children's medication and ensure that the correct medication is always available for children, where it may be required	05/01/2023
share relevant information with other professionals and maintain appropriate records, ensuring that children's individual health and care needs can be met.	05/01/2023

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

- give children more opportunities to practise their counting and numeracy skills.

## Setting details

<b>Unique reference number</b>	EY355500
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10235098
<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>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	12 January 2017

## Information about this early years setting

The childminder registered in 2007 and lives in Bury-St-Edmunds, Suffolk. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder accepts children for their funded two-, three- and four-year-old early education.

## Information about this inspection

### Inspector

Kate Hipperson

### 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 provider and has taken that into account in their evaluation of the provider.
- The childminder discussed the curriculum for children and how she delivers this.
- The inspector observed the care and learning activities provided for children and evaluated the effectiveness of these.
- Essential documentation, including the childminder's first-aid certificate, was viewed by the inspector.
- The childminder and the inspector carried out a joint evaluation of a planned activity and evaluated its effectiveness.
- The inspector spoke with parents, as well as reviewing written feedback letters from parents, and took account of their views.
- The inspector viewed the areas in the childminder's home used for childcare.

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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