

Childminder report

Inspection date: 27 January 2023

Overall effectiveness	Inadequate
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Children's well-being and welfare are not assured because the childminder does not have a secure enough knowledge and understanding of safeguarding and child protection. Despite actions being set at her last inspection, she has not yet attended mandatory safeguarding training to address the weaknesses in her knowledge. The childminder has engaged with the local authority advisory team to create an action plan and has started to make some progress. However, this has not been completed. Furthermore, the childminder does not have a current paediatric first-aid certificate. This does not ensure that, should a child have an accident while in her care, she has the most up-to-date first-aid knowledge with which to respond.

Children are happy in the childminder's care. Babies demonstrate they feel secure, as they quickly settle to sleep. Older children include the childminder in their play. They carefully use a china teapot and pretend to pour her cups of tea. The childminder extends their play as she tells them they have made a 'lovely café'. Children giggle with the childminder, demonstrating their strong bond with her. They sing merrily as they play.

Children listen well and follow instructions to help them understand the daily routines. Children are kind and considerate to their peers, including each other in their games. They are able to freely select resources from low-level shelving units. This supports them to make independent choices about what they want to play with.

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 child protection issues, such as female genital mutilation. The childminder has failed to address the actions raised at the last inspection. She demonstrates limited knowledge and understanding of the actions that must be taken if she has concerns about a child's welfare. She has failed to maintain a current paediatric first-aid certificate. Furthermore, she does not keep accurate records of children's attendance. This compromises the safety and well-being of children.
- The childminder knows her children and families well. She reflects well on the children's current levels of development and plans activities that she knows will interest them. For example, she takes children to the woods to collect natural objects that they can bring back to the setting. She shares activity ideas with parents, to continue children's learning at home, by providing suggestions and extensions to the activities they have been doing in the setting. However, the childminder has not yet established working relationships with other settings

children attend, to help build on learning that takes place elsewhere.

- Children make good progress from their starting points. The childminder develops a curriculum that is sequenced to give children the skills and knowledge they need to learn next. For example, she supports babies to stand, holding on to their fingers. She provides encouragement and praise as they bounce up and down, delighted with their achievements. This helps babies to build strength in their legs before taking their first steps.
- The childminder has high expectations of children, encouraging them to be polite and well mannered. When children forget, she provides gentle reminders. The childminder supports children to learn the importance of good hygiene practices, such as washing their hands after using the toilet.
- Children are becoming confident communicators. The childminder gets down to their level and engages in their play. She asks children lots of questions and challenges their thinking. The early speaking skills of young babies are developing well. The childminder uses mirrors with babies to look at their reflections. Babies babble and pat the mirrors as the childminder talks to them about what they can see.
- Children focus for long periods of time on their chosen activities. For example, children spend time colouring pictures and practising their mark-making skills. Babies enjoy exploring the building blocks with the childminder, as she shows them how to stack them on top of each other. Children are respectful of the childminder's environment and readily tidy away the resources they have used.
- Children benefit from healthy foods that the childminder prepares for them, tailoring the menu to their individual dietary requirements. Children thoroughly enjoy their favourite watermelon snack. The childminder shares what the children have been eating in her home with the parents. She gives them support when they are introducing new foods into their children's diets.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder has not kept up to date with mandatory child protection training. However, this is booked in the near future. On the day of inspection, one child's attendance had not been recorded on the daily register. This puts children at risk in the event of an emergency, as the childminder would not be able to properly account for the children in her care. The childminder is not sufficiently aware of the child protection procedures she should follow should she have concerns about a child in her care. Her continued failure to meet the safeguarding and welfare requirements significantly compromises children's welfare. She does, however, risk assess her home to minimise any potential risks to children.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
obtain up-to-date knowledge and understanding of safeguarding issues and the responsibility to protect children from harm	19/02/2023
ensure a valid paediatric first-aid certificate is maintained at all times	19/02/2023
keep an accurate record of children's daily hours of attendance.	19/02/2023

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

- develop ongoing partnerships with other providers who share the care of children, to promote consistency in children's care and education.

Setting details

Unique reference number	EY253573
Local authority	Suffolk
Inspection number	10259852
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	29 September 2022

Information about this early years setting

The childminder 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

Shelly McDougall

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder 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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.

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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