

Childminder report

Inspection date:

16 September 2021

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Toddlers do not have a safe space to sleep. The childminder has not ensured that the bedroom they sleep in is safe and suitable. This puts children at significant risk of harm. Despite this, children show that they enjoy their time with the childminder and benefit from the early education she provides. Children are keen to play and explore. They look at books about doctors and builders. Children talk about the equipment needed for each job and match these to the pictures in the books. They learn about traditional stories. Children act out their favourite stories, such as 'Little Red Riding Hood'.

Overall, the childminder has high expectations for what each child can achieve. Children drink confidently from an open cup and become independent when using the toilet. Children listen to the childminder and respond to her guidance for good behaviour. They learn to take turns and recognise how another person may feel. Children learn about cultures that are different from their own. As a result of the COVID-19 (coronavirus) pandemic, some children felt nervous when meeting new people and going to new places. The childminder has helped children to gradually build up their confidence again and feel more positive about new experiences.

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

- The childminder provides a travel cot in an upstairs bedroom for toddlers to sleep in when they need a nap. During the inspection, a long, looped blind cord was found hanging loose in the bedroom. In addition, the window in the bedroom was unsecured. This does not keep children safe.
- The childminder knows what children can do and what they need to learn next. She models new words for children, such as 'stethoscope', and explains what the words mean. Children listen to these new words and use them in their independent play. The childminder uses stories to excite children's interest. They listen carefully to a story about jungle animals and join in with the sounds animals make. The childminder helps them to choose toy animals from a bag and describe what they feel like.
- Children show an interest in numbers and use these in their play. When children are ready, the childminder helps them to understand what numbers mean and count objects carefully. Children enjoy taking part in number rhymes. They are keen to sing favourite songs.
- Children make links in their learning. They connect events in stories to their home lives and the wider world. During a recent birthday celebration, the childminder helped children to find out about other celebrations, such as Rosh Hashanah. The childminder ensures that the story books in her setting reflect different types of families. Children develop empathy and respect for others. They are keen to learn and behave well.

- The childminder kept in touch with children and their families during the COVID-19 lockdowns. She provided ideas for activities for children to do at home and led singing sessions online. The childminder helped children to feel comfortable to return to her setting, for example, by first meeting them with their families for a play in the local park.
- The childminder understands how to support children with special educational needs and/or disabilities (SEND). She works with children's parents and other professionals to help children to achieve the next steps in their learning. Children learn to communicate, gain confidence and become more independent. Some children become upset when there is a change in routine, such as when it is time to have a snack. The childminder comforts them and explains what is happening. However, she has not considered additional ways to help children learn the daily routines.
- The childminder undertakes further training, for example, to improve the quality of education for children with SEND. Parents report that their children settle well with the childminder. They comment that they are well informed about their child's daily activities.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety is significantly compromised due to the risks found in the upstairs sleeping area. Despite this weakness, the childminder understands the action to take if a child was at risk of abuse or neglect. For instance, she knows how to contact the local authority for advice or to make a referral. The childminder is aware of the risks that the internet poses to children. She provides advice to parents to keep children safe online. The childminder stays up to date with wider safeguarding concerns, such as child exploitation and radicalisation.

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
ensure that children have a safe and suitable area to sleep, taking account of the relevant safety guidelines.	20/09/2021

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

- consider additional ways to help children to feel more secure with the daily routine so they understand what will happen next.

Setting details

Unique reference number	2499612
Local authority	Suffolk
Inspection number	10206935
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Ipswich, Suffolk. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers occasional care for children on Saturdays and Sundays, by prior arrangement. She holds qualified teacher status. The childminder provides funded education places for three- and four-year-old children.

Information about this inspection

Inspector

Helen Hyett

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) 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 inspector viewed areas of the home used for childminding and discussed the safety and suitability of these areas.
- The childminder spoke to the inspector about their intentions for children's learning. The inspector observed the childminder interacting with the children. The inspector evaluated children's learning with the childminder.
- The inspector spoke to the children. She looked at written feedback from children's parents.
- The childminder provided the inspector with a sample of documentation, including evidence of suitability checks for adults living and working in the home.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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