

Childminder report

Inspection date: 16 April 2025

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is inadequate

The childminder has made very little progress since her last inspection. Furthermore, the childminder continues to fail to implement effective risk assessments to prevent children from being exposed to hazards.

While the childminder has improved her understanding of how children learn, she does not implement this in practice. Children continue to struggle to access toys and resources that interest them. They wander around the premises from room to room, showing that they are bored. Children spend very little time at the few activities that are on offer and the childminder does not engage them further. When children do express what they would like to do, their requests are often ignored. As a result, children do not receive the support that they need to make good progress in their learning and development. The childminder struggles to meet the needs of all the children in her care. The boredom children experience affects their ability to behave appropriately. The childminder does little to ensure that the older children's behaviour does not have a detrimental impact on younger children's enjoyment, play and concentration.

The support for children's communication and language development continues to be poor. The childminder's lack of interactions with the children means that they do not have opportunities to develop their speech to a good standard. When children do say some words, or babble, the childminder does not respond effectively to build on their vocabulary and communication skills. However, when the childminder does engage with the children, she speaks to them calmly and with kindness.

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

- While the childminder has gained some knowledge of child protection policies and procedures, her lack of knowledge and understanding of the 'Statutory framework for the early years foundation stage' continues to have a negative impact on children's safety, well-being and learning. The childminder does not understand the role and responsibilities she needs to adopt to provide children with the care and education they need to make good progress. Although the childminder has taken some steps in an attempt to address the weaknesses in her practice, these have not been successful. She has not actioned what she has learned from the training that she has attended effectively.
- The childminder's risk assessments continue to be ineffective. She fails to identify hazards that have an impact on children's safety and welfare. Tall bookcases are still not stable and present a risk to children. Batteries, extension leads and charging wires are left within children's reach.
- The childminder's organisation of her setting is poor. Toys and resources are stacked on top of each other, meaning children cannot freely choose or access

things that interest them. This has an impact on their learning experience and significantly limits their ability to lead their own learning and make links in their play. Furthermore, children have very little room to move around and often trip over boxes and toys on the floor.

- Following training from the local authority, the childminder has devised a curriculum for the children at her setting. However, she has not taken any steps to implement this. The childminder's knowledge of how to support children's development continues to be weak. While she has some very basic understanding of children's interests and level of development, her learning intentions and assessments for individual children are not clear. Consequently, she is not able to identify emerging gaps in their development and provide the appropriate support. This means children do not make sufficient progress.
- The childminder does not plan purposeful learning experiences for children and, as a result, children continue to experience boredom. This leads to poor behaviour. For example, children pinch and pull on each other's clothing while waiting for their lunch to be ready. Older children's behaviour has a negative impact on the younger children's enjoyment and well-being.
- Children enjoy interactions with the childminder when they are given. She gives them cuddles and reassurance when they wake from their naps. Children smile and respond positively to her.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

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
develop a clear understanding of the role and responsibilities required to provide good quality early years provision	25/05/2025
make sure that every child's care is tailored to meet their individual needs	25/05/2025
manage children's behaviour in an appropriate way	25/05/2025

make sure that the premises and equipment are organised in a way that meets the needs of children and ensures their safety	25/05/2025
ensure all reasonable steps are taken to reduce and/or remove risks to children's safety and welfare.	25/05/2025

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

	Due date
deliver a broad and ambitious curriculum that covers all areas of learning and considers the learning needs, interests and development of all children	25/05/2025
undertake regular observations and accurate assessments of children's learning to help identify emerging gaps, so that the appropriate steps can be taken to enable their good progress	25/05/2025
improve the quality of interactions with children, with particular regard to supporting children's early communication and language skills.	25/05/2025

Setting details

Unique reference number	250803
Local authority	Suffolk
Inspection number	10391030
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	1 to 11
Total number of places	6
Number of children on roll	5
Date of previous inspection	23 January 2025

Information about this early years setting

The childminder registered in 1996 and lives in Stowmarket, Suffolk. She operates all year round from 8am to 6pm, Monday to Thursday, except for family holidays. The childminder holds a relevant early years qualification at level 4. She provides funded early education for all eligible children.

Information about this inspection

Inspector

Daniella Adams

Inspection activities

- The childminder joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants the children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder and other household members.

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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