

Childminder report

Inspection date: 23 January 2025

Overall effectiveness**Inadequate**

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

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

The childminder does not identify potential risks to the children she cares for, and her safeguarding knowledge is weak. These weaknesses compromise children's welfare and safety.

The childminder has a poor understanding of how children learn and does not effectively plan a curriculum to inspire and motivate children's learning. She does not obtain an accurate understanding of each child's level of achievement, their interests or their learning style to be able to use the information to plan learning experiences that are tailored to meet each child's needs. Children quickly lose interest in the activities she provides, and the childminder does not respond effectively to support them to persevere. Children often show they are bored, with low levels of engagement. In order to engage children, the childminder puts on suitable children's television programmes for them to watch. This reduces children's ability to practise important social and communication skills.

The childminder praises children's efforts and achievements when they are practising skills to support their independence. However, she does not manage children's behaviour effectively. When children show high levels of energy and start running around indoors, the childminder does not consider their safety. Although she asks them to stop, she does not offer an alternative activity that matches their need for active play, so they continue to run around.

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

- The childminder's risk assessments are not robust and, therefore, some hazards have not been identified. For example, a tall shelf unit has not been secured to prevent it toppling over. The childminder's ability to risk assess is weak. For example, she does not consider well enough the appropriateness of the foods children have. Additionally, the childminder does not supervise children effectively when they are eating to ensure their safety.
- The childminder regularly refreshes her safeguarding training. However, there are gaps in her knowledge and understanding that mean she is unable to recognise all risks to children. This reduces her ability to respond appropriately and swiftly to any potential risks posed to children.
- The childminder promotes good hygiene habits with children. Children show they are becoming increasingly independent in attending to their self-care needs. For example, they blow their noses themselves and put the tissue in the bin afterwards. However, sometimes the childminder does not consider appropriate moments to embed children's understanding of hygiene routines, and this unnecessarily interrupts children's play and learning.
- The childminder talks about helping children learn to share through turn-taking

games, in order to help them achieve their next steps in learning. However, her teaching methods do not reflect this. For example, when children have difficulties taking turns using sticks to play the xylophone, the childminder encourages some children to play elsewhere. As a result, the learning opportunity to promote turn taking and help children build on what they already know and can do is lost.

- Although resources are good quality and plentiful, they are not easily accessible to all children. This hinders freedom of choice and independent play. For example, when children both want the same favourite toy, they are unable to access the box with extras in, to independently solve the problem.
- The childminder offers mark-making resources, such as pens and paper. Children like to sit at the table and practise writing the first letter of their name. However, the childminder does not always pay close enough attention to children when they use the pens. Consequently, when young children draw on the furniture, she is not helping them to develop appropriate behaviours.
- Children's continuous development in their speech is diminished because of the childminder's weak interactions with them. The childminder asks children questions during their play. However, she asks so many and does not give children time to respond. At times, when young children attempt to talk and use their emerging words, the childminder does not give enough attention to encourage this.
- Although the childminder offers a variety of age-appropriate books, she does not show an awareness of the importance of early reading with children. For example, the childminder does not encourage children to look at books for enjoyment or read to them. This means opportunities for children to learn a wider range of vocabulary and improve their attention span and concentration are limited.

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?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve knowledge of safeguarding and develop an understanding of the procedures to follow should a child protection concern arise	14/02/2025

implement a curriculum that provides a range of stimulating, enjoyable and appropriately challenging activities that meet all children's learning needs and focuses on ensuring they make good progress	07/03/2025
ensure children's behaviour is managed appropriately	07/03/2025
provide a language-rich environment; actively engage children in stories; ensure children enjoy good-quality interactions and have conversations that support their communication and language development	07/03/2025
take all reasonable steps to ensure that children are not exposed to risks and consistently demonstrate how specific risks are managed, particularly when children are eating.	07/02/2025

Setting details

Unique reference number	250803
Local authority	Suffolk
Inspection number	10368235
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	13 March 2019

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
Louisa Taylor

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for children's learning. The childminder discussed with the inspector how they ensure both indoor and outdoor environments are safe and suitable.
- The inspector read written testimonies from parents to understand their views on the childcare setting.
- The inspector discussed with the childminder how she implements the curriculum and supports children to make progress, including how the childminder plans, observes and assesses children in her care.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder and took account of her reflections.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children.

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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