

Childminder report

Inspection date:

28 November 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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

Children's safety is not assured because the childminder has not adequately supported her assistants to develop their understanding of how to follow safeguarding procedures. While the childminder is aware of some weaknesses in provision, she has not yet clearly identified or addressed them all. This means that not all children receive a good-quality education to promote their learning and development.

Sometimes, the learning activities that the youngest children engage in are not age and stage appropriate. For example, some of the younger children find a whole group circle time overwhelming and they become distracted or disengaged. This is because they are not yet ready to sit unoccupied and wait for several children to have their turn. They do not yet understand all the concepts needed to take just one item from a bag before passing it on. Similarly, babies' ability to participate in a meaningful way is limited. Despite weaknesses in the quality of education, the childminder does create a language rich environment with a high emphasis on sharing, singing and stories. This is particularly beneficial to the development of language skills in older children as that is where adults focus their attention. Staff refer to a nursery 'rhyme book' that they have made and encourage children to choose a song. Children join in with the actions to the nursery rhymes, showing that they are familiar with them.

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

- The childminder's own knowledge of how to help babies to learn is not strong enough and this affects the quality of provision for them. She does not have a strong understanding of how to develop the knowledge and practice of her assistants. The childminder has identified some areas where she needs to develop knowledge and practice. She has also identified some ways that her assistants can complete training. But these plans are not yet clearly defined.
- The childminder has taken effective action to improve how she and her assistants manage risks following a recent significant incident that compromised children's safety. The childminder has made changes to the resources used by children of different ages. She has ensured that adults now deploy themselves so that children are always sufficiently supervised.
- Staff deployment, with regards to them being available to support the learning of the youngest children and babies, is not effective. Babies spend a lot of their time exploring resources without direct support or involvement from adults. Babies receive too few quality interactions from adults. This affects their ability to make good progress in their communication skills or to practise and enjoy social interaction. It also affects their levels of engagement and enthusiasm for learning.

- Adults are kind towards the children. The childminder and her assistants meet children's physical care needs while encouraging them to self-care as much as they are capable of. For example, adults involve young children in finding and carrying their clean nappy and wipes to the right place. Children also help to clear plates and wash up after lunch.
- Children are kind and friendly towards one another. This is because of the warm and positive approach of adults who create a fun and understanding approach to supporting children to learn about positive behaviour. This supports children to understand and develop empathy for each other.
- The childminder plans the curriculum to give children broad and varied experiences, including outings to places of interest, such as a local coastal town. This helps older children to develop well across all areas of learning.
- Partnerships with parents are effective. Parents report that they are well informed about their child's day. The childminder seeks their views through questionnaires and takes account of constructive feedback. Parents report that their children look forward to coming to see the childminder and her assistants and that the bonds children make with them are close.
- The childminder shares her regular assessments of where children are in their learning with parents. She also informs parents about what they are working on to support children within the setting. This helps parents to understand how they can help their children at home.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder has recently identified the need to develop the safeguarding knowledge of her assistants. However, despite this, she has not effectively ensured that they have a clear understanding of the actions to take to safeguard children. This means that children's safety and well-being is not assured. Assistants are not clear on how they would follow local procedures if they have concerns about a member of staff, or how to escalate concerns about a child if they were not happy with the action taken by the childminder. They are unsure where and how they would find the details of relevant agencies. The childminder provides assistants with access to her written policy with regards to safeguarding during their initial induction. However, this lacks clarity about their responsibilities to safeguard children and how they can do this.

What does the setting need to do to improve?

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

	Due date
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ensure that all adults working with children have a clear understanding of their role to protect children in line with local safeguarding procedures and understand when, how and where to refer any concerns they may have	28/12/2023
deploy staff effectively to ensure that the learning needs of babies are consistently met	28/12/2023
develop and implement clear plans for professional development for all those working with children, to promote continuous improvement	28/12/2023
improve the quality of interactions and support for babies so that they consistently receive positive exchanges, including back and forth communication, to help them to develop socially and practise communicating with others.	28/12/2023

Setting details

Unique reference number	2726418
Local authority	Norfolk
Inspection number	10320051
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	12
Number of children on roll	22
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Kings Lynn. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with assistants. She provides early years funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Hipperson

Inspection activities

- This was the first routine inspection the provider 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke with parents and took account of their views.

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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