

Inspection date	24 March 2015
Previous inspection date	8 February 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not have up-to-date knowledge of the Early Years Foundation Stage. As a result, her teaching is variable and not all areas of learning are planned for effectively.
- The childminder does not discuss children's specific learning and development in sufficient detail with parents or with providers in other settings children attend. Therefore, there is not a fully cohesive approach to children's learning and development.
- The childminder does not always plan activities or use resources effectively to make sure children are offered more challenge or interest.
- The childminder's self-evaluation is not sufficiently rigorous to identify and address the key weaknesses in her practice.

It has the following strengths

- The childminder is warm, caring and attentive to children. She establishes close bonds and trusting relationships with children and they settle well with her.
- The childminder establishes positive partnerships with parents regarding children's care and welfare needs.
- The childminder uses positive strategies to help children learn how to manage their own behaviour.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve knowledge of the current learning and development requirements, in order to improve the quality of teaching and to ensure planning fully promotes individual children's progress across all areas of learning
- develop partnership working with parents and other providers, to promote a cohesive approach to promoting children's learning and development.

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

- review the use of resources and consider ways of using them more effectively to offer more challenge and interest to children, such as developing the potential of the garden to inspire and stimulate children and promote their learning
- implement rigorous self-evaluation to ensure any weaknesses are swiftly identified and promptly addressed, to improve the quality of care, learning and development for children.

Inspection activities

- The inspector observed activities and resources in the childminder's lounge and garden and interacted with the children when appropriate.
- The inspector viewed all areas of the home used for childminding purposes and discussed aspects of safety with the childminder. The inspector viewed additional resources stored in the shed.
- The inspector spoke with the childminder at appropriate times throughout the inspection and discussed activities with her.
- The inspector looked at the childminder's documentation relating to accident and medication records, written risk assessments, policies, self-evaluation and children's records and discussed these with the childminder.
- The inspector checked evidence of the suitability and qualifications of the childminder and the suitability of members of the household.
- The inspector took account of the views of parents, through references written for the inspection.

Inspector

Hazel Meadows

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder promotes children's communication and language skills well, including those children who speak English as an additional language. She provides a suitable mix of adult-led activities, such as cookery and child-initiated activities, such as role play. The childminder ascertains children's starting points through her own observations. She maintains a scrapbook of activities and links observations to areas of learning. The childminder instinctively uses her childcare experience to help her identify and support children's progress. She makes occasional use of guidance documentation, to aid her assessment and children's individual progress is broadly monitored. However, assessment is not always sufficiently accurate to inform well-targeted planning, to ensure children make best progress. The childminder does not always discuss children's learning with parents, or other settings children attend. Consequently, parents are not fully involved with their children's learning, and other settings are not routinely consulted, to support and enhance children's learning and development.

The contribution of the early years provision to the well-being of children requires improvement

The childminder sensitively settles children into her care and gets to know them well. As a result, they are happy and secure and form close bonds with her. She encourages regular communication with parents regarding children's welfare needs, to offer continuity of care. Children are gaining independence skills and confidence, which help prepare them for school. For example, young children competently and independently put on their coats and shoes. The childminder calmly manages conflict between the children. She is supporting them to learn how to become tolerant of one another and to share and take turns. A healthy lifestyle is promoted through positive food choices, daily exercise and outdoor play. Children practise good hygiene habits from an early age, encouraged by reminders and consistent routines. The childminder closely supervises the children to promote their safety. Children are emotionally supported and prepared for future changes, such as starting school. Children generally enjoy their time at the setting. However, on occasion, activities are somewhat mundane and lack a suitable level of challenge and interest. This is particularly pertinent for the more able children, who sometimes resort to activities such as merely pushing buggies in the garden.

The effectiveness of the leadership and management of the early years provision requires improvement

The childminder has attended safeguarding training and has a sound knowledge of child protection procedures. She understands her responsibilities and what to do, if she has concerns about the welfare of a child in her care. Self-evaluation is not sufficiently focussed and, as a result, the childminder has not fully addressed recommendations from the previous inspection. For example, she has not made sufficient use of training and other sources to fully develop her knowledge and understanding of the Early Years Foundation Stage. Consequently, some of her knowledge is outdated and she is not fully aware of current requirements.

Setting details

Unique reference number	EY227749
Local authority	Suffolk
Inspection number	877413
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	8 February 2011
Telephone number	

The childminder was registered in 2002 and lives in Ipswich, Suffolk. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

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