

Childminder Report

Inspection date

2 June 2015

Previous inspection date

16 December 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- Assessments of children's development lack accuracy and detail, which means that they do not make good progress. Currently, parents are not routinely involved in or encouraged to contribute to planning for children's development.
- The environment does not use labelling, indoors or outside, or provide a wide variety of texts to support children's understanding of the uses of print and encourage them to read and write.
- Full details of the procedure relating to the use of mobile telephones and cameras in the setting are not made clear to parents.
- The range of resources and activities provided does not allow enough opportunities for children to take part in sensory play and messy play.

It has the following strengths

- Children are settled and feel at home. They benefit from the childminder's warm and affectionate care, aiding their emotional development.
- Parents are reassured that children are happy and well cared for and they appreciate the childminder's flexibility in offering care while they are at work.
- Children gain physical strength and control over their movements as they run and play in the well-equipped garden area. They grow some plants and observe nature at first hand.

What the setting needs to do to improve further

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

- strengthen the accuracy and content of assessments to best support children to make good progress, and ensure that parents are involved and able to contribute to planning for children's development
- ensure that the procedure for the use of mobile telephones and cameras in the setting is well understood by parents.

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

- create a print-rich environment with use of labelling, indoors and outside, and a wider variety of texts to support children's understanding of the uses of print in different contexts and ignite their enthusiasm to learn to read and write
- provide more activities and resources, particularly for sensory and messy play, so that children can explore and investigate a wide range of textures, colours, sounds and smells to motivate and engage them in learning about the wider world.

To meet the requirements of the Childcare Register the provider must:

- keep and implement a written statement of procedures to be followed for the protection of children to protect them from harm or abuse, including details about the use of mobile telephones and cameras (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children to protect them from harm or abuse, including details about the use of mobile telephones and cameras (voluntary part of the Childcare Register).

Inspection activities

- The inspector viewed areas used for childminding and interacted with children in the indoor play spaces.
- The inspector held discussions with the childminder and her co-childminder. She observed the childminder teaching an activity.
- The inspector looked at a sample of documentation, including certificates, suitability checks, policies, children's development profiles and registration details.
- The inspector took account of the views of parents seen on letters and cards of appreciation.

Inspector

Sarah Williams

Inspection findings

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

Children enjoy activities, indoors and outside, which help them make progress and gain the skills they will need for the future. The childminder provides some resources, such as a castle with figures and an accompanying book, which help children develop their imagination and expressive language. While books are provided, overall, there is a lack of variety of print, such as posters and labelling of resources, to help children develop their early reading and writing skills. While the childminder has an understanding of the stages of children's development, she does not always assess children's progress in enough detail. As a result, children's next steps in learning are not always challenging for individual children, so that they make best progress. Parents are not fully included in the planning and guiding of their child's development at home. Children enjoy role play with dolls, buggies and a tea set, playing cooperatively and behaving well as they are taught to take turns. The childminder liaises with other settings attended by children and finds out what they do there, so she can complement their learning.

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

Children show that they feel secure and form attachments to the childminder and her co-childminder. She intuitively provides affectionate and warm care, promoting children's emotional health and well-being. Mealtimes are friendly and social occasions when children eat food provided by their parents. Drinks are available at all times, to keep children hydrated. Children know that they need sun cream when playing outside in warm weather, and wear boots or outdoor shoes when playing in the garden. The childminder discusses potty training and other personal care matters with parents, so she is up to date and able to meet children's developing needs. Young children who need a daytime nap are made comfortable and allowed to rest or sleep quietly. Children behave well and are praised when they take turns and remember to say 'please' and 'thank you', or help to tidy up. Children's safety on outings is considered fully. They have suitable car seats and are managed well when getting in or out of the car. While children can access toys and books, overall, there are too few sensory or messy play activities to motivate and engage them.

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

The childminder understands her responsibility in regard to child protection and a policy sets out how this is achieved. Although consent is obtained for using a mobile telephone to take photographs of children, there is no procedure in place to fully cover the wider use of mobile telephones and cameras. The childminder attends training courses, to keep up to date with changes and meets with other childminders at a support group. She evaluates her practice and thinks about future improvements. The partnership with parents is generally sound and supports children adequately. Parents' and children's views are taken into account when thinking about future improvements. However, overall, the quality of teaching requires improvement, so that children make good progress.

Setting details

Unique reference number	EY341232
Local authority	Suffolk
Inspection number	862904
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	16 December 2009
Telephone number	

The childminder was registered in 2006 and lives in Felixstowe, Suffolk. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works with a co-childminder.

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