

Childminder Report

Inspection date

10 June 2015

Previous inspection date

6 April 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		Good	2
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 and her assistant do not always plan activities around children's individual learning needs and interests. Consequently, some activities are mundane and do not effectively challenge children.
- The childminder does not use supervision and training plans effectively for herself or her assistant to improve their understanding of how children learn. As a result, the quality of teaching is variable and does not always support children to make good progress.
- The childminder and her assistant provide fewer opportunities for children to be creative and develop their independence in accessing resources.

It has the following strengths

- The childminder and her assistant form positive partnerships with parents. They regularly communicate with them about their children's days. Parents are provided with opportunities to contribute what they know their children are learning at home. Consequently, children experience some consistency in their learning.
- Children form warm, caring bonds with the childminder, her assistant and each other. This is because the childminder and her assistant provide a welcoming environment where children feel safe, happy and secure.
- The childminder and her assistant can identify the possible indicators of abuse and know the appropriate action to take if they have concerns about a child. They carry out daily checks and review risk assessments regularly to ensure that children are kept safe in their care.

What the setting needs to do to improve further

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

- ensure that information gained from children's assessments is used effectively to plan activities that provide sufficient challenge for all children so they make good progress
- ensure that training and supervision systems are focused sufficiently on the quality of teaching and knowledge of how children learn, and that appropriate actions are put into place to address any weaknesses in practice.

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

- build on the already good opportunities children have to be independent by providing easily accessible craft resources, ensuring they further develop their imaginations and confidence in being creative.

Inspection activities

- The inspector observed activities in the indoor and outdoor learning environments where children play and viewed all areas of the home that are used for childminding purposes.
- The inspector spoke with the childminder, her assistant and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder to evaluate the quality of teaching.
- The inspector took account of the views of parents spoken to on the day of the inspection and information in feedback questionnaires.
- The inspector looked at children's records, planning and a range of other documentation, including policies and procedures and evidence of the suitability of the childminder, her assistant and other household members.

Inspector

Daniella Tyler

Inspection findings

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

The childminder routinely assesses children's progress in learning. However, she does not always use the information effectively to plan suitable and challenging activities to support all children to make good progress. For example, the childminder is aware of what babies need to do next in their development and supports them to walk, crawl and cruise during activities. However, activities planned for older children are not always focused on preparing them for the next stage in their learning. Children colour pre-printed templates of mermaids and easily name the crayon colours. The childminder and her assistant do not encourage children to talk about mermaids or sea creatures to further extend their language and understanding of the world around them. As a result, not all children make good progress. Despite this, children learn some basic skills ready for school. The childminder and her assistant encourage children to recognise the letters in their names and support them to develop their writing skills.

The contribution of the early years provision to the well-being of children is good

The childminder and her assistant provide children with many opportunities for fresh air and physical exercise. Children go on regular outings and use swings and ride-on toys in the garden. They develop good independence skills as they are encouraged to access their own drinks, put on their own shoes and go to the toilet by themselves. However, fewer opportunities are provided for children to freely access creative and mark-making resources. They have to ask the childminder for these or wait until they are made available during an activity. The childminder forms positive relationships with the local school. She regularly takes children there to visit and talks to them about starting school. Consequently, they are emotionally prepared for the move to Reception class.

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

The childminder is well qualified. However, she does not fully understand all aspects of the Early Years Foundation Stage to ensure that children receive a good quality of teaching. This is because the childminder has not kept up to date with current guidance on how children learn. She meets with her assistant on a regular basis to discuss the strengths of her assistant's practice and areas for improvement. However, these meetings are not focused sufficiently on raising the quality of teaching. As a result, children's learning is not always extended appropriately and, therefore, not all children make good progress. The childminder evaluates her setting and includes the views of parents and children. Parents comment that they are pleased with the care provided. The childminder has briefly identified that herself and her assistant need to improve their knowledge on how children learn through play. However, she has not taken enough action to ensure that this weakness is addressed. Consequently, their planning for individual children's learning is not to a good standard. The childminder and her assistant both have current paediatric first-aid certificates, ensuring children are protected in the event of a minor accident or injury.

Setting details

Unique reference number	EY226043
Local authority	Suffolk
Inspection number	872503
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	12
Number of children on roll	19
Name of provider	
Date of previous inspection	6 April 2009
Telephone number	

The childminder was registered in 2003 and lives in Ipswich, Suffolk. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3 and works with an assistant. She provides funded early education for two-, three- and four-year-old children.

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