

Childminder Report

Inspection date

24 June 2015

Previous inspection date

11 May 2010

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
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		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- The childminder does not observe and evaluate children's learning and development effectively, to ensure that she knows where children are in their learning. As a result, she does not plan activities that meet children's learning needs or offer sufficient challenge.
- The childminder does not track children's progress across the seven areas of learning. This means that she is not able to confidently identify if children are working within the expected development bands for their age or if their progress is balanced across all areas of learning.
- The childminder has not established a comprehensive system for sharing information with others who provide care and learning for the children. This means she cannot ensure that any concerns about children's learning are quickly identified and managed.
- The childminder does not identify weaknesses in her practice, to promote continuous improvement and a consistently good quality of care and learning for all children.

It has the following strengths

- Consistent boundaries are in place for children's behaviour, supporting children to know what is expected of them. Unwanted behaviour is managed well, taking into account children's age and level of understanding.
- Children are happy and settled in this welcoming childminding setting. They develop close emotional attachments to the childminder, readily going to her for a chat and support with activities.
- The childminder demonstrates strong partnerships with parents. She keep parents fully informed about their children's day.

What the setting needs to do to improve further

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

- develop the way in which observations of children's learning are carried out and evaluated to ensure that sufficient information is obtained and used to plan and provide a challenging and enjoyable learning experience for each child
- track children's progress across the seven areas of learning to ensure that children are making good progress in their learning and development and any gaps are identified and managed
- seek ways of improving the partnerships with other early years settings which children attend to create an effective and regular two-way flow of information between providers.

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

- establish a rigorous system of self-evaluation in order to identify areas for development and put in place an action plan for continuous improvement.

Inspection activities

- The inspector observed activities in the main playroom and the garden.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at a selection of policies and records.
- The inspector checked evidence of the suitability of all household members and the qualifications of the childminder.
- The inspector took account of written testimonials from parents.

Inspector

Jacqueline Mason

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is inadequate

The childminder's teaching is not effective in supporting children's good progress. She provides activities that promote some of the children's interests and takes photographs to use as observations. However, the childminder does not evaluate these, to identify what she needs to do to promote their learning and development. Children's progress is not tracked, to ensure that any gaps in their learning are identified and managed. Activity planning is not matched to children's individual needs and does not challenge their thinking, to support all children to develop the skills needed for school. The quality of teaching is sometime weak. For example, during a planting activity outdoors, the childminder shows children the roots of the plant but does not ask them why plants need roots. She does not encourage the children to consider why plants need water. Despite this, the childminder does encourage children in conversation and supports them to take turns to speak and listen. She counts with children as they scoop sand into buckets and children confidently use numbers in their play.

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

Children's physical and emotional well-being are met well. The childminder has a good awareness of the signs and symptoms of abuse, to ensure she is able to recognise when a child is at risk. She has attended training, to ensure she knows what to do if she is concerned. Children are supported to settle into the childminding setting and they enjoy the praise and close emotional attachments the childminder builds with them. However, learning experiences for children are not always of a good quality to keep them motivated and engaged. Children are encouraged to be active and have daily opportunities to be outdoors. They enjoy playing in the garden where they develop their physical skills and learn safe practices, such as closing the zip on the trampoline netting before bouncing. Children are taken on outings to local community groups, where they develop their social skills. They manage their own personal hygiene, relative to their age.

The effectiveness of the leadership and management of the early years provision is inadequate

The childminder does not monitor the quality of teaching and learning, to ensure that she meets her responsibilities within the Early Years Foundation Stage. This means that children's learning needs are not consistently met. The childminder does not evaluate the quality of her childminding provision. As a result, areas for development are not identified. Parents' comments indicate that they are happy with the standard of care provided. Written testimonials from parents demonstrate the good partnerships the childminder builds with them. Parents report that they are confident in the care the childminder provides and appreciate the clear communication about their children's day. However, partnerships with others who provide care and learning for the children are not so well developed.

Setting details

Unique reference number	EY314895
Local authority	Suffolk
Inspection number	856769
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	11 May 2010
Telephone number	

The childminder was registered in 2005, she lives in Halesworth, Suffolk. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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