

Childminder Report

Inspection date

23 June 2015

Previous inspection date

11 May 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:

- The childminder's observations and assessments of children's learning are not yet fully effective, in identifying children's individual next steps. She does not always plan opportunities that challenge children to make the best possible progress.
- The childminder does not hold a current paediatric first-aid qualification, as required.
- The childminder has not shared recent updated information from her safeguarding procedures with parents. This refers in particular to the safe use of mobile phones and cameras in the setting.
- The childminder does not have effective systems in place to maintain a two-way flow of information with other settings children attend. Therefore, continuity in children's learning is not promoted between settings.

It has the following strengths

- The childminder effectively promotes children's developing language skills. She models language for the children to repeat and encourages them to talk about their home life.
- Children are happy and settled in the childminder's care. They have a secure attachment with the childminder, as she is friendly and kind. This has a positive effect on children's emotional well-being.
- The childminder is attentive to children, and encourages them to learn about good health and hygiene practices. This supports children to adopt healthy lifestyles.

What the setting needs to do to improve further

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

- improve the quality of observations and assessments of children's learning, in order to consistently identify their next steps which have sufficient depth and challenge to help them to make good progress
- obtain a paediatric first-aid qualification and ensure this is maintained
- ensure that updated information is shared with parents, so that they are fully aware of procedures, such as, the safe use of mobile phones, cameras and children's electronic devices in the setting.

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

- develop more effective strategies for partnership working with other settings, enabling a two-way-flow of information about children's achievements, and development to better support their learning and promote continuity in their care.

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

- ensure an appropriate first-aid qualification is held (compulsory part of the Childcare Register)
- ensure an appropriate first-aid qualification is held (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed activities indoors, and jointly evaluated an activity with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection, and took account of written feedback from the parents.
- The inspector sampled a range of documentation, including policies, risk assessments and accident records.
- The inspector discussed the childminder's self-evaluation and plan for improvement.
- The inspector checked evidence of the childminder's suitability and qualifications.

Inspector

Julie Meredith-Jenkins

Inspection findings

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

Children have opportunities and experiences across all areas of learning. The childminder promotes children's early writing skills. She provides them with a range of mark-making opportunities, such as chalking and drawing. This helps children develop an important skill for when they start school. The childminder uses children's interests as she provides pictures of dinosaurs for them to carefully colour. The childminder observes children as they play, however, these observations are not yet precise enough to identify what they can do, or plan their next steps in learning. Consequently, the childminder does not effectively monitor children's progress or provide activities that offer greater challenge. The childminder gathers information from parents when children first start. This enables her to get to know children and their needs, particularly those with special educational needs and/or disabilities. The childminder verbally shares information with parents to inform them of children's progress.

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

Children are able to follow their interests and make independent choices in their play as they choose from a good range of resources. The childminder gives positive praise to children, which raises their self-confidence and self-esteem. They show pride in their achievements as they successfully fit puzzle pieces together. Children learn how to keep themselves safe, as the childminder talks to children about road safety when out and about. The childminder does not fully promote children's well-being, as she does not have a current first-aid qualification. However, she demonstrates a secure knowledge of first-aid procedures. She also keeps up to date by referring to first-aid books, while waiting for her course date. The childminder effectively supports children who are new to the setting. She has a flexible settling-in procedure to meet the needs of children and their families. Parents comment positively on how quickly children settle.

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

The childminder has a clear understanding of how to act, if she has concerns about a child and is aware of the signs and symptoms of abuse. She is also aware of the safe use of mobile phones and cameras in her setting. However, she has not shared this updated information directly with parents to fully explain her responsibility, in minimising potential risks to children's privacy and safety. The childminder has a childcare qualification which gives her relevant knowledge and skills to support children's care and learning. She has developed some systems for evaluating her provision. She seeks the views of parents and children to help her identify improvements to her practice. She also assesses her own ongoing training, needs in order to improve and secure positive outcomes for children. The childminder uses the local community to enhance opportunities for children, such as the park and library. However, she does not yet have effective links with other settings children attend. Information to support children's learning is not effectively shared, so they do not fully benefit from a consistent approach to learning.

Setting details

Unique reference number	EY306430
Local authority	Suffolk
Inspection number	856603
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	7
Number of children on roll	7
Name of provider	
Date of previous inspection	11 May 2009
Telephone number	

The childminder was registered in 2005 and lives in Lowestoft. She operates all year round from 6am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has a relevant level 3 qualification.

This inspection was carried out by Ofsted 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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