

# Childminder Report

## Inspection date

8 July 2015

## Previous inspection date

16 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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

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

- The childminder does not ensure that written records, relating to individual children, are stored in a way that maintains confidentiality. Medication records are not documented effectively, so that parents can only see their own children's records.
- The childminder does not consistently support the children's developing awareness of the importance of good hygiene practices.
- The childminder does not identify weaknesses in her practice, to promote continuous improvement.
- The childminder does not effectively track children's progress across the areas of learning, to ensure that any gaps are identified and managed.

### It has the following strengths

- Warm, trusting relationships are established between the childminder, the children and the parents. As a result, children are happy, settled and develop close emotional attachments to the childminder.
- The childminder observes children as they play. She provides an interesting range of activities that children enjoy and reflects their interests. This effectively supports children's progress across the areas of learning.
- Children develop confidence and independence because toys and resources are stored well. Children are able to access them readily and are encouraged to tidy away one toy before bringing out another, to prevent trips and falls.
- The childminder supports children to become confident communicators. She talks to children as they play, providing a running commentary about what they are doing and making suggestions to extend the play.

## **What the setting needs to do to improve further**

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

- maintain confidentiality, in respect of information relating to children
- ensure that records of medicines administered to children are recorded appropriately and are only accessible to those who have a right or professional need to see them
- implement newly identified strategies for tracking children's progress, in order that their learning can be monitored effectively and any gaps in learning identified and managed.

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

- support children's developing understanding of good hygiene routines, with regard to washing their hands before eating
- establish a programme of self-evaluation, in order to accurately identify weaknesses in the setting and plan for continuous improvement.

## **Inspection activities**

- The inspector observed activities in the main playroom.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning, and a selection of policies and records.
- The inspector checked evidence of the suitability of all adult household members and qualifications of the childminder.

## **Inspector**

Jacqueline Mason

## Inspection findings

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

The childminder knows children well. She is beginning to track their progress, to ensure that she is able to recognise and manage gaps in their learning. The childminder talks confidently about where children are in their development and what she needs to do to support their continuing progress. She is led by what the children want to do and she helps young children learn. The childminder engages well in children's play and supports them to develop the skills necessary for the next stage in their learning, such as moving on to school. She sits on the floor with them as they construct a train track and children confidently join the pieces together. They use number names correctly, such as holding up two bridges and announcing 'Look, there are two'. Children play imaginatively. For example, they lay the small-world tree across the track and tell the childminder it has blown over.

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

The childminder does not consistently support children in understanding self-care routines. She does not encourage them to wash their hands before eating. The childminder maintains mandatory training, such as first aid, ensuring that she is able to meet children's health needs. Children have opportunities to be active and engage in physical play, in the childminder's garden and through outings to the local playground. Children build secure bonds with the childminder and enjoy her attention. They are supported to settle into the childminding setting and grow in confidence. This effectively supports children to be emotionally ready to embrace new experiences. The childminder understands how to manage children's unwanted behaviour, taking into account children's age and level of understanding. Good behaviour is praised.

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

The childminder does not ensure that required written records, relating to individual children, are stored confidentially. For example, medication records are listed on one sheet of paper, meaning that parents can see entries for children other than their own. Records of information about children are stored in a folder, along with policies and procedures that are shared with parents. The childminder keeps parents informed about their children's day and understands her responsibility to provide for children's care and learning. However, she does not sufficiently evaluate the quality of her provision, to identify and manage weaknesses. The childminder has taken action to address the recommendation about safeguarding, identified at her last inspection. She is aware of the signs and symptoms of abuse and knows how to report concerns. She has updated her policy to reflect Local Safeguarding Children Board guidelines. Children play safely because the childminder carries out risk assessments and takes steps to limit hazards.

## Setting details

<b>Unique reference number</b>	250880
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	866475
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16 April 2009
<b>Telephone number</b>	

The childminder was registered in 1988 and lives in Ipswich, Suffolk. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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