

# Childminder Report

## Inspection date

9 July 2015

Previous inspection date

24 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
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 plan in sufficient depth to ensure that every child, especially the older and more able children, are appropriately challenged. Her delivery of adult-led activities lacks clear, focused adult input. Children sometimes lose interest and do not remain motivated to learn.
- The childminder does not make best use of links with other early years settings which children attend. As a result, she is not able to fully complement the learning that takes place in other aspects of children's lives.
- The childminder's self-evaluation process does not involve the views of parents and children. While this process provides an overview of the childminder's provision, she does not focus sufficiently on improving teaching and learning.

### It has the following strengths

- Children settle well in the childminder's care. They form close relationships with her and enjoy the warm and friendly interaction they receive from her. The childminder manages children's behaviour positively, so that children are familiar with her expectations of them.
- Children are protected from harm. The childminder has greatly improved her safeguarding knowledge since her last inspection, through training and by familiarising herself with current safeguarding procedures. Children now play in a safe environment, as the childminder's risk assessments have been thoroughly reviewed.
- Partnerships with parents are secure. The childminder shares information about the children's day verbally and through written daily diaries. Parents are kept informed of their children's learning and regularly view their child's developmental records and progress reports.

## What the setting needs to do to improve further

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

- ensure planning and the delivery of focused activities are appropriately matched to meet each individual child's needs, interests and stages of development, to challenge children and help them to make good progress in relation to their starting points
- develop partnership working with other early years settings which children attend, to promote an effective two-way flow of information to support and complement learning and development across all aspects of children's lives.

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

- strengthen the self-evaluation process, so that strengths and weakness are effectively identified and that improvements focus sufficiently on teaching and learning, taking account of the views of parents and children.

### Inspection activities

- The inspector observed activities in the childminder's lounge, kitchen and garden and viewed all areas of the home used for childminding purposes.
- The inspector held discussions with the childminder and spoke to minded children at appropriate times during the inspection.
- The inspector looked at a range of records including children's personal details, accident and medication records, written policies, written risk assessments, the daily attendance register and a selection of other relevant documentation.
- The inspector saw evidence of the checks used to assess the suitability of all adults living on the premises and the childminder's training certificates and qualifications.
- The inspector took account of the views of parents shared through written reference letters.

### Inspector

Lynn Hughes

## Inspection findings

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

The activities offered by the childminder enable children to be generally prepared for their next stages of learning, such as starting school. For example, children develop independence as they freely access the toys and resources. The childminder does not, however, plan well for older and more able children. The childminder is beginning to engage children in purposeful discussion during their play but does not sustain this interaction for the duration of the activity. As a result, children sometimes lose interest and do not see the activity through. For example, the childminder provides children with magnifying glasses to hunt bugs in the garden. However, as she does not remain with them, they soon return to play indoors without fulfilling this activity. The childminder does not share information about the progress of children who also attend other early years provisions, to enable her to complement the learning that takes place in other settings.

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

Children settle well in the childminder's care. They form warm relationships with the childminder and their peers. Children learn about keeping healthy as the childminder encourages them to participate in growing fruit and vegetables. They discuss foods which are good for them and the childminder encourages them to drink plenty of fluids during their time with her. Children's physical well-being is promoted as the childminder now makes better use of her garden and provides a range of physical-play resources. However, the childminder's lack of individualised planning means that she misses opportunities to fully challenge children and extend their thinking. She does not consider enhancing learning, such as by introducing reference books or pictures, to support what children find during their bug hunt.

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

Since the last inspection the childminder has improved many aspects of her childminding provision. She has completed safeguarding training to ensure her knowledge is current. The childminder now holds a current paediatric first-aid qualification and has updated her first-aid resources. The childminder has more robust risk assessments in place to ensure children remain safe in her care. Information about each child is obtained from parents and recorded appropriately. The childminder has improved systems for involving parents in their children's learning. She has reviewed her understanding of how children learn and uses her new knowledge to plan a range of basic activities for children. The childminder has knowledge of the progress check for children aged between two and three years and completes these for all children of this age. She is now more familiar with the Early Years Foundation Stage, which has enabled her to gain a greater understanding of her responsibilities. The childminder is beginning to use self-evaluation to identify her strengths and weakness, although it is not yet focused on improving teaching and learning. Parents, children and others are not yet encouraged to play an active role in this process.

## Setting details

<b>Unique reference number</b>	250766
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1011007
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	24 February 2015
<b>Telephone number</b>	

The childminder was registered in 2001 and lives in Woodbridge, Suffolk. She operates all year round from 7.30am to 6pm, except for bank holidays and family holidays.

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