

# Childminder Report

**Inspection date**

29 July 2015

**Previous inspection date**

22 June 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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 <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 display her certificate of registration as required.
- The childminder does not understand the procedures to follow regarding the protection of children's data.
- The childminder does not identify weaknesses in her practice to promote continuous improvement.
- The childminder does not always plan activities around children's individual learning needs. Consequently, some activities are mundane and do not effectively challenge all children.

**It has the following strengths**

- The childminder provides a stimulating indoor and outdoor learning environment. She offers children a suitable range of resources and activities, which help to engage them and build on their interests, so that they make steady progress in their learning and development.
- Children are happy, settled and confident within the childminder's home. This is because the childminder takes the time to support children to settle into her setting and works with parents to make sure she meets their care needs well.
- The childminder understands child protection procedures, in line with the guidance of the Local Safeguarding Children Board, to protect children from harm.
- The childminder holds a current paediatric first-aid qualification. She undertakes risk assessments and completes visual checks before children arrive each day to maintain a safe environment for them to play in.
- Children follow good hygiene routines. They enjoy healthy snacks and meals, which promote their good health.

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

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

- display the certificate of registration
- acquire an understanding of the legal responsibilities under the Data Protection Act 1998 (DPA) to ensure that information relating to the children cared for is handled in a way that ensures confidentiality and privacy
- use information gained from children's assessments to effectively plan activities that provide sufficient challenge for all children, so they make good progress.

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

- establish a programme of self-evaluation, in order to accurately identify weaknesses in the setting and plan for continuous improvement to improve outcomes for children.

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

- display the certificate of registration in the premises on which childcare is provided (compulsory part of the Childcare Register)
- display the certificate of registration in the premises on which childcare is provided (voluntary part of the Childcare Register).

## **Inspection activities**

- The inspector observed activities in the lounge, kitchen and garden.
- The inspector held discussions with the childminder at appropriate times throughout the inspection and carried out a focused observation.
- The inspector looked at the documents available, including records of children's learning and development, written risk assessments and a selection of policies.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder.
- The inspector looked at written testimonials from parents.

### **Inspector**

Karen Harris

## Inspection findings

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

The childminder has a sufficient understanding of how children learn and provides a suitable range of toys and resources. Children enjoy their time with the childminder and are adequately occupied, as they choose what they want to do. The childminder engages appropriately in children's imaginative play. She promotes their speech and language skills, providing new vocabulary when necessary. For example, she names the pretend fruit and vegetables children select from the role-play market stall. The childminder knows the children well and observes them while they play. She has recently begun to track their progress to recognise and manage gaps in their learning. The childminder has a suitable understanding of where children are in their development and what she needs to do to support their continuing progress. However, she does not always plan suitable challenging activities to support all children to make good progress. Despite this, children learn some basic skills ready for their next stage of learning. For example, the childminder encourages children to name colours and identify numbers during activities.

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

The childminder works with parents when children first start and encourages them to share what they know about their child. This means that children settle quickly and feel safe and secure in the childminder's care. Children confidently explore the well-resourced environment. The childminder provides children with simple rules about how to behave. For example, she reminds them not to throw sand. The childminder acts as a positive role model. Children have a clear understanding of what is expected of them. For example, they know to zip up the trampoline enclosure before jumping. The childminder manages children's behaviour effectively. She uses constant praise and encouragement throughout activities. Children learn to share and take turns. They benefit from regular trips to toddler groups to develop their social skills and confidence. Young children also become familiar with other settings, when they walk with the childminder to and from school to collect others. This means their confidence is developing in new situations.

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

The childminder has a suitable knowledge of child protection procedures. She has attended training to ensure that she understands what to do should she have a concern about the welfare of a child in her care. However, the childminder is not fully aware of the required procedures to follow regarding the protection of children's data. The childminder provides new parents with a welcome pack, which contains copies of her policies and procedures. However, the childminder does not ensure that her certificate of registration is displayed on the premises. Written testimonials from parents are complimentary. The childminder keeps parents informed about their children's day and understands her responsibility to provide for their care and learning. However, she does not sufficiently evaluate the quality of her provision to identify weaknesses, so these are addressed swiftly.

## Setting details

<b>Unique reference number</b>	EY248710
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	872594
<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>	15
<b>Name of provider</b>	
<b>Date of previous inspection</b>	22 June 2010
<b>Telephone number</b>	

The childminder was registered in 2003 and lives in a village close to Bury St. Edmunds, Suffolk. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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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