

Childminder Report

Inspection date	14 October 2015
Previous inspection date	20 January 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The required progress check for children aged between two and three years has not been completed for one child.
- Older children are not sufficiently challenged. The childminder does not provide sufficient opportunities for children to use talk to express ideas, feelings and events. This means that outcomes for children are not consistently good.
- The quality of the childminder's assessment of children's learning is variable. The childminder does not sufficiently explore the most effective ways of encouraging all parents to contribute to children's starting points and assessments.
- The childminder does not use her self-evaluation to effectively identify gaps or weaknesses in her quality of teaching and learning.

It has the following strengths

- The childminder's home is welcoming and arranged so that children have inviting spaces to play and rest.
- Children make independent choices about their activities and this helps to promote their engagement and learning.
- The childminder is kind and caring towards the children. She develops trusting bonds with them, helping them to feel safe and secure.
- Children have access to a range of toys that reflects their interests.

What the setting needs to do to improve further

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

	Due Date
■ ensure the progress check for children aged between two and three years is completed for all children of this age	10/11/2015
■ improve planning to ensure children are provided with sufficiently challenging experiences and are enabled to express themselves effectively.	10/12/2015

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

- explore more reliable ways of involving parents in setting children's starting points for learning and contributing to their child's ongoing assessment
- improve self-evaluation to ensure that plans to enhance practice are effective.

Inspection activities

- The inspector viewed the areas of the childminder's home used to care for children. Play, learning and care activities in the kitchen, playroom and the living area were observed.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed a planned activity and carried out a joint evaluation of the activity with the childminder.
- The inspector viewed a selection of documentation, including policies and procedures, and records of children's learning.
- The inspector checked evidence of the suitability of all household members and the qualifications of the childminder.
- The inspector took account of the views of parents by speaking to them at the time of inspection and by taking account of written feedback.

Inspector

Kate Hipperson

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder is organised in her record keeping and ensures that essential training is completed in appropriate time. The childminder knows how to recognise signs of possible abuse and the arrangements for safeguarding are effective. The childminder reflects upon some of her strengths and areas for development and then makes plans to improve. For example, the childminder completes additional training to help her develop her knowledge of how to support children's learning. However, she has not examined her own teaching to ensure that improvements are embedded into her own practice. The childminder generally knows the requirements of the Early Years Foundation Stage. However, she has misunderstood the requirement about when the progress check for children aged between two and three years must be completed.

Quality of teaching, learning and assessment requires improvement

There is a balance of activities across the areas of learning, including opportunities to develop mathematics and writing skills. The childminder interacts with children during their play and engages them in activities that help younger children, in particular, to learn and develop. However, some activities for older children are less well matched to provide sufficient challenge and stimulation. The childminder does not always listen well enough to children to allow them to express and explore their thoughts and ideas. Occasionally, the childminder does not always clearly model words back to children or respond to their emerging language. The childminder develops successful relationships with parents. She gathers some information about what children know and can do but is not routinely using this to establish children's starting points. The childminder works alongside parents and other professionals to support disabled children and those with special educational needs. She has also completed training to help her with this area of her practice.

Personal development, behaviour and welfare require improvement

Routines are organised to meet the emotional and physical needs of the children. The childminder supervises babies so that they remain safe while they play and explore. She ensures that children rest when needed and responds sensitively to them. For example, babies are cuddled while they drink. The childminder provides daily time for children to be physically active and to develop physical skills. Settling-in procedures support parents to share information about children's care routines and ensure consistency between home and the childminder's care. The childminder encourages children to take turns during play. Children enjoy their time with the childminder and they play together and alongside each other.

Outcomes for children require improvement

Children are generally supported to make adequate progress in their learning. Children's general development over time means that they are mostly ready for their move to school. Once the childminder has established her understanding of where children are in their learning, she supports them to make progress.

Setting details

Unique reference number	EY321576
Local authority	Suffolk
Inspection number	862425
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	20 January 2010
Telephone number	

The childminder was registered in 2006 and lives in Lowestoft, Suffolk. She operates all year round from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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