

Childminder Report

Inspection date

23 October 2015

Previous inspection date

11 January 2011

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 childminder's self-evaluation lacks accuracy. Her programme of professional development is not focused sufficiently well to ensure that she fully understands her responsibilities to meet the statutory requirements. The childminder does not support her continuous improvement by keeping up to date with latest legislation and good practice guidance.
- The childminder does not have robust partnerships with other early years settings that children attend. This means that sharing of information about children's learning and development is not comprehensive.
- The childminder does not effectively track children's progress across the seven areas of learning to ensure that any gaps in their learning are identified and managed.
- The progress check for children between the age of two and three years does not identify if there are any concerns about a child's development. The childminder does not provide parents with a copy of the check.

It has the following strengths

- The childminder is good at planning activities that are based around children's interests. She extends activities well, to further support children's continuing interest and their motivation and eagerness to learn.
- The childminder gives good priority to supporting children's speech and communication skills. This supports them well to become confident communicators.
- Children are happy and settled in this friendly and welcoming childminding setting. They develop secure attachments to the childminder. She supports their emotional well-being and independence effectively.

What the setting needs to do to improve further

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

	Due Date
■ develop knowledge and understanding of the statutory requirements and focus more closely on keeping up to date with latest legislation and good practice guidance	30/11/2015
■ improve how children's progress is monitored, including the progress check for children between the age of two and three years	30/11/2015
■ ensure that parents are provided with a copy of the progress check for children between the age of two and three years	30/11/2015
■ implement a robust two-way flow of information with others who provide care and learning for children.	30/11/2015

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

- establish a more effective 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 lounge.
- 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 observed an activity and jointly evaluated this with the childminder.
- The inspector checked evidence of the suitability of all household members and the qualifications of the childminder.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder is aware of the signs and symptoms of abuse and knows how to report concerns. This helps to protect children's welfare. She maintains training in paediatric first aid so that she is able to support children's physical well-being. However, she does not ensure that she is up to date with legislation and good practice guidance. For example, she does not have a copy of the statutory requirements to ensure that she is aware of what is expected of her. She does not evaluate her practice well enough to identify her strengths and weaknesses and plan for continuous improvement. There are methods in place to communicate between the childminder and other settings that children attend. However, these are not used effectively by the childminder to secure a two-way flow of information.

Quality of teaching, learning and assessment requires improvement

The childminder encourages parents to remain involved in their children's learning, both in the childminding setting and at home. She observes children as they play and plans activities that meet their individual interests. For example, following a child's interest in planets, the childminder planned a range of activities. This included a baking activity using moon and star shaped cutters, den building and craft activities. However, she does not monitor children's progress effectively. She relies too much on her past experience of children's development rather than assessing their individual stages of learning to plan for their future progress. Although the childminder carries out the required progress check for children between the age of two and three years, this is not effective to identify concerns about children's progress. She shows her records to parents but does not provide them with a copy. The childminder chats with children skilfully, modelling taking turns in conversation and encouraging new vocabulary.

Personal development, behaviour and welfare require improvement

Children's personal development is adequately supported. The childminder provides a range of toys and resources that are appropriate for the age of the children attending. She supports children well to understand and manage their behaviour. The childminder is a good role model and treats children with positive regard. Children enjoy outings into the local environment, where they learn about their local community and develop positive attitudes to others. Children develop their physical skills and learn about keeping themselves safe. For example, the childminder talks to them about road safety. The childminder meets children's health needs. She supports children through potty training and encourages them to manage their own personal hygiene needs, relative to their age.

Outcomes for children require improvement

Children develop the basic skills needed to be ready for school. Children are confident to talk and readily ask questions, demonstrating a good interest in learning. They enjoy numbers and counting, snuggling in with the childminder as they share picture books that include numbers. Children understand that print carries meaning and are beginning to recognise initial letters and sounds.

Setting details

Unique reference number	250930
Local authority	Suffolk
Inspection number	866478
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 12
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	11 January 2011
Telephone number	

The childminder was registered in 1994. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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