

# Childminder Report

**Inspection date**

1 December 2015

Previous inspection date

24 June 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
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 does not hold a current first-aid qualification.
- 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 has not fully developed partnership working with other early years settings that children also attend, in order to consistently support children in making good progress in all areas of their learning.

### **It has the following strengths**

- Children settle quickly into the childminder's home and form warm, caring bonds with the childminder and each other. They demonstrate that they feel happy and secure.
- The childminder develops positive and trusting partnerships with parents. She talks to them on a daily basis to keep them informed about their child's day. This supports children's welfare and continuity of care.
- Children follow good hygiene routines and enjoy healthy snacks. They have daily opportunities for exercise and fresh air, which promote their good health and support their physical well-being.
- The childminder completes visual checks before the children arrive each day, to maintain a safe environment for them to play in.

## What the setting needs to do to improve further

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

	Due Date
■ complete and maintain a current paediatric first-aid qualification	19/01/2016
■ acquire an understanding of the legal responsibilities under the Data Protection Act (DPA) 1998, to ensure that information relating to the children cared for is handled in a way that ensures confidentiality and privacy.	22/12/2015

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

- strengthen the arrangements for working in partnership with other early years settings that children attend, sharing information to obtain a fuller picture of children's next steps and complement the learning already taking place
- 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.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder at appropriate times throughout the inspection and carried out a focused observation.
- The inspector looked at relevant documentation, such as, records of children's learning and development, written risk assessments and a selection of policies.
- The inspector checked evidence of the suitability of the childminder and all household members.

### Inspector

Karen Harris

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. All adults in the household have undergone the required vetting procedures to assess their suitability to be in contact with children. The childminder knows what to do should she have a concern about the welfare of a child in her care. However, the childminder does not sufficiently evaluate the quality of her provision to identify and swiftly address weaknesses. The childminder does not hold a current first-aid qualification, which means children's health is not fully protected in the event of an accident in her care. The childminder is not fully aware of the required procedures to follow regarding the protection of children's data. Some children in the setting attend other early years settings. The childminder communicates with staff on a daily basis, exchanging general information about the children's day. However, she is not yet obtaining precise information about children's learning and next steps in order to support them in making the best possible progress.

### Quality of teaching, learning and assessment requires improvement

The childminder has a generally sound understanding of how children learn. She provides a suitable range of toys and resources, which help to engage children in purposeful play. Children enjoy their time with the childminder and are adequately occupied as they choose what they want to do. The childminder promotes children's speech and language skills well. She responds to babies' babbles and vocalisations and provides new vocabulary at appropriate times. She introduces numbers and colours as children play. The childminder is committed to making improvements to benefit children's development. She now makes observations of children while they play and has recently begun to track their progress. The childminder has a suitable understanding of where children are in their development. She plans suitable activities and knows what she needs to do to support children's continuing progress.

### Personal development, behaviour and welfare require improvement

The childminder provides a welcoming environment. She works with parents when children first start and encourages them to share what they know about their child to help provide consistency in their care. Children are happy, settled and demonstrate that they feel emotionally secure. Consistent boundaries are in place for children's behaviour, supporting children to know what is expected of them. Unwanted behaviour is managed well, taking into account children's age and level of understanding. The childminder provides regular opportunities for children to socialise and cooperate with others at local community groups. Children also become familiar with other settings when they accompany the childminder on the nursery and school run. This helps to develop their confidence. Older children learn road safety rules when out with the childminder.

### Outcomes for children require improvement

Children are supported to acquire basic skills ready for the next stages in their learning, such as nursery or school. The childminder works well with parents. She puts consistent approaches in place if there are any identified areas in the children's development that need support. These help to ensure that children make steady progress.

## Setting details

<b>Unique reference number</b>	EY314895
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1020997
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	18
<b>Name of provider</b>	
<b>Date of previous inspection</b>	24 June 2015
<b>Telephone number</b>	

The childminder was registered in 2005. She lives in Halesworth, Suffolk. She operates all year round, from 7am 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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