

Childminder Report

Inspection date

23 December 2015

Previous inspection date

2 November 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 does not have a secure knowledge of the learning and development requirements, to fully meet children's individual learning needs.
- The childminder does not evaluate her observations of children effectively to enable her to accurately identify, and plan for, the next steps in their learning.
- Children's developmental progress is not tracked effectively across the seven areas of learning, to ensure that any gaps are quickly identified and managed.
- The childminder has not established partnerships with other settings that children attend. This means that information about children's learning is not shared.
- The childminder does not accurately identify weaknesses in her setting to promote continuous improvement and a good quality experience for children.

It has the following strengths

- Children develop secure emotional attachments to the childminder. Warm and trusting relationships are established.
- The childminder gives good priority to promoting children's speech and communication skills. This supports them well to be confident communicators.
- The childminder demonstrates friendly and trusting relationships with parents. They are kept informed about their children's day.
- The childminder supports children to understand what is expected of them. Even very young children behave well and learn to consider the needs of others.

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 learning and development requirements in order to fully meet children's individual learning needs	31/03/2016
■ improve how observations of children's learning are evaluated, in order to accurately identify and plan for the next steps in their learning	31/03/2016
■ establish effective systems for monitoring children's developmental progress	31/03/2016
■ establish partnerships with other settings that children attend.	31/03/2016

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

- establish an effective programme of self-evaluation, in order to accurately identify weaknesses in the setting and plan for continuous improvement

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at records of children's learning and a selection of policies and other records.
- The inspector jointly evaluated an activity with the childminder.
- The inspector checked evidence of the suitability of all household members, the qualifications of the childminder and the self-evaluation form.
- The inspector took account of written testimonials from parents.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder's self-evaluation lacks accuracy. She does not keep up to date with legislation and good practice guidance to support her continuous improvement. For example, she is not aware of the prime and specific areas of learning, in order to support her in providing a good quality learning experience for children. Despite this, she does provide children with a varied range of activities that they enjoy. Safeguarding arrangements are effective. The childminder is aware of the signs and symptoms of abuse. She knows how to report concerns in order to protect children's physical and emotional well-being. Some children also attend other settings. The childminder does not see the children on these days. She has not made links with the other settings to ensure an effective two-way flow of information.

Quality of teaching, learning and assessment requires improvement

The childminder does not observe and evaluate children's learning and development effectively to ensure that she knows where children are in their learning and what she needs to do to support their continuing progress. Despite this, children are provided with age-appropriate toys and resources. These are stored well to enable children to access them independently. The childminder engages in children's play, and during these interactions the quality of teaching is purposeful. For example, children sit with the childminder to look at books together. She talks to children about the illustrations. The childminder recognises the short concentration span of babies and readily moves on to another activity.

Personal development, behaviour and welfare require improvement

Children's personal development is supported. Their health needs are met and their self-care skills are promoted adequately. Children have opportunities to be active and the childminder encourages activities outdoors. Children settle well into the childminding setting. They enjoy the childminder's praise and readily go to her for cuddles and reassurance. This effectively supports children as they develop the confidence to manage new experiences. Children are helped to understand and manage their feelings and behaviour. The childminder is a good role model. She talks to parents to find out about babies' established routines for feeding and sleeping. These are followed in order to promote continuity of care. Written testimonials from parents demonstrate the high regard they have for the childminder.

Outcomes for children require improvement

The childminder does not check that children develop the key skills needed to be ready for the next stage in their learning, such as starting school or nursery. She relies too much on her past experience of child development, rather than assessing children's individual stages of learning to plan for their future progress. However, the childminder does recognise the importance of monitoring children's learning and development, so that any gaps can be managed.

Setting details

Unique reference number	EY427065
Local authority	Suffolk
Inspection number	852737
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 1
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	2 November 2011
Telephone number	

The childminder was registered in 2011 and lives in Ipswich. She operates on Monday, Tuesday, Wednesday and Friday from 8am to 6pm, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2.

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