

Childminder Report

Inspection date	4 February 2016
Previous inspection date	1 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 is not aware of the requirement to complete a written progress check for children aged between two and three years.
- The childminder has not undertaken any recent professional development to improve her teaching knowledge and raise the quality of her practice.
- Partnerships with other providers that children attend are not sufficient to fully promote the two-way sharing of information about children's learning.
- 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

- The childminder has a suitable understanding of how children learn. Children make typical progress in their learning because the childminder knows them well and offers them positive, caring support.
- Children are happy and content. The childminder treats them with warmth, consideration and kindness, promoting their emotional well-being and sense of security.
- Children explore the toys independently and make their own choices in their play. They use their imagination well when playing with small-world characters.
- Parents enjoy looking at children's learning files and talk to the childminder regularly to share information.
- The childminder takes children on trips into the local town, such as, rides on the bus, lunch out at a restaurant and visits to the library. These experiences are one way the childminder promotes discussions about the different people who live and work there.

What the setting needs to do to improve further

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

- | | Due Date |
|--|-----------------|
| ■ complete a written progress check for all children aged between two and three years and share it with parents. | 08/05/2016 |

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

- identify and undertake appropriate professional development to ensure that practice continues to improve
- develop an effective two-way flow of information with other providers that children attend
- develop systems for self-evaluation so that the quality of practice is routinely analysed and targets for improvement clearly outlined.

Inspection activities

- The inspector viewed all areas used by children.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of the childminder and members of her household.
- The inspector took account of the views of parents expressed in written testimonials.

Inspector

Sharon Alleary

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has a reasonable understanding of statutory requirements. However, her self-evaluation lacks accuracy as she does not always identify areas for improvement. The childminder does not exchange relevant information with other providers involved in children's learning and development. The childminder attends mandatory training. However, this does not always help her to develop her knowledge of current legislation and improve her teaching skills. The childminder has addressed the action from her last inspection. She currently holds a relevant paediatric first-aid qualification. Arrangements for safeguarding are effective. The childminder demonstrates sufficient knowledge of the procedures to follow if she has concerns about a child in her care. The childminder completes appropriate risk assessments. This ensures children play safely in her home. The childminder has forged good relationships with parents and they are very complimentary about the service that she provides.

Quality of teaching, learning and assessment requires improvement

The childminder often observes children as they play and records some of what she sees and hears. She uses her observations effectively to track children's progress and successfully plan for the next steps in their learning. However, the childminder does not have a good understanding of the requirement to complete a written summary of children's progress when they are aged between two and three years and share it with parents. This means she does not always take appropriate action to identify where early intervention may help narrow any gaps in learning. Despite this, her general teaching is often good. Children show interest in imaginative games. The childminder takes their lead and engages in their play and during these interactions the quality of teaching is purposeful. The childminder effectively promotes children's language skills. She asks questions as they play and encourages them to recall things that have happened at home. She introduces and models new words and simple sentences to support younger children's understanding and speaking skills.

Personal development, behaviour and welfare require improvement

Settling-in procedures ensure that families and children have time to get to know the childminder. She obtains details about children's likes, dislikes and routines when they first join her. Regular visits to the local soft-play centre help to promote children's physical skills. The childminder uses opportunities during activities to teach children to tolerate each other. As they play she talks to older children about the differing needs of younger children. Children's health and well-being are successfully promoted. Children keep hydrated throughout the day because they can help themselves to their water. The childminder encourages parents to provide healthy meals and snacks for children.

Outcomes for children require improvement

Children are making steady progress in their learning and working within the range of development expected for their age. The childminder has identified key skills, such as independence and communication, as areas to focus on when children are getting ready to move on to school.

Setting details

Unique reference number	251173
Local authority	Suffolk
Inspection number	871450
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	1 November 2011
Telephone number	

The childminder was registered in 1998 and lives in Ipswich. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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