

# Childminder Report

**Inspection date**

5 February 2016

Previous inspection date

28 February 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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 has not obtained written permission from parents to leave children with her assistants.
- Activities are not planned that are sharply focused on what children need to learn next to help them make rapid progress in all areas of learning.
- The childminder does not deploy her assistants effectively to support all children's learning adequately.
- There is not a good enough range of resources to provide a stimulating and challenging environment especially for the babies in her care.
- Some of the risk assessments are not robust enough.
- The childminder does not accurately review and check the quality of her provision in order to make continuous improvements.

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

- The childminder has endless energy and enthusiasm.
- Children form secure attachments with the childminder and her assistants. They are happy, settled and actively seek support and praise from them.
- The childminder maintains strong relationships with parents. Parents value the way that information is shared and comment on how happy their children are in the childminder's care.

## 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

- |                                                                                                                                                                        |            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| ■ Ensure written permission is obtained from parents to leave children in the sole charge of an assistant for a period of up to two hours at the most in a single day. | 04/03/2016 |
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**To further improve the quality of the early years provision the provider should:**

- improve the systems for evaluating the quality of the provision, to identify and tackle weaknesses effectively to make continuous improvements
- provide activities and resources to establish a rich and varied learning environment which builds on what children need to learn next, especially the younger and more able children, and help them achieve as much as possible in their learning
- ensure that risk assessments are carried out on all activities to identify and minimise all potential hazards to children
- ensure that assistants are deployed effectively to motivate and offer appropriate support to children when they are learning.

## Inspection activities

- The inspector had a tour of the parts of the childminder's home used for childminding.
- The inspector looked at a sample of policies, training certificates and children's records. She also discussed the childminder's self-evaluation.
- The inspector read comments by the parents and took account of their views.
- The inspector held discussions with the childminder and her assistants at appropriate times throughout the inspection.

## Inspector

Susan Brockhouse

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The childminder does not organise and manages her provision well enough. She is not sufficiently reviewing her practice and that of her assistants so that the quality of teaching improves. Dispute this; she has attended some training, such as about supporting children's speech and language, to help develop her practice. Safeguarding is effective. The childminder and her assistants understand the procedures to follow should they have any concerns about a child in their care. Although the childminder obtains verbal permission from parents to leave children with her assistants she does not obtain the required written permission. She does not pay sufficient attention to completing her risk assessments. For example, she had not fully considered the risk to children when carrying out physical activities indoors as children run around tables and chairs. At other times, she ensures the environment is safe and secure. Equality and diversity are embedded well. The childminder knows about children's home lives and cultures and she uses this knowledge to help children develop a growing awareness of themselves and other people.

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

The childminder and her assistants do make observations and accurate assessments of children's learning and development. However, they do not use this information to provides a range of well-resourced and stimulating learning opportunities. Nonetheless, the children make the most of the resources available and the childminder and her assistants do engage with children during their play. For example, in an activity playing with plastic animals the assistant provides lots of opportunities for children to talk, count and make comparisons. However, assistants are not always deployed effectively throughout the session to ensure that all children are provided with sufficient challenge and engaged in a range of appropriate activities to promote their learning in all areas.

### **Personal development, behaviour and welfare require improvement**

The childminder forms strong attachments with the children. This helps them to feel happy, secure and ready to learn. The childminder and her assistants have identified that they struggle sometimes to contain children's enthusiasm and stop it turning into challenging behaviour. They are researching strategies that they can use to effectively support children to manage their own feelings. However, older children have developed appropriate social skills. For example, they take part in games that encourage them to share and take turns. Young children are able to rest and have nappy changes in accordance with their individual needs.

### **Outcomes for children require improvement**

Children make sufficient progress and most are working within the development band appropriate for their age. They are happy and active. For example, they squeal with delight as they move their bodies up and down pretending to be dragons. Children are inquisitive in their play and enjoy playing alongside and with each other. They are emotionally secure and gain useful skills in readiness for their next stage in learning.

## Setting details

<b>Unique reference number</b>	EY281863
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1037538
<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>	0 - 8
<b>Total number of places</b>	18
<b>Number of children on roll</b>	24
<b>Name of provider</b>	
<b>Date of previous inspection</b>	28 February 2013
<b>Telephone number</b>	

The childminder was registered in 2004 and lives in Ipswich, Suffolk. She operates all year round from 4.30am to 9.00pm, Monday to Friday, except Bank Holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with two assistances.

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