

# Childminder Report

**Inspection date**

11 February 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
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 observations of children's learning and development do not enable her to monitor their ongoing progress well enough. She does not always plan challenging activities based on children's next steps in learning to help them make good progress.
- The childminder has not included some of the potential hazards children encounter on outings in her risk assessment programme.
- The childminder does not always gain sufficient information from parents about what children already know and can do when they start at the setting. This means that initial assessments do not always accurately show what stage children are at in their development.
- Self-evaluation is not sufficiently focused on improving teaching and learning. The childminder does not ask children, parents or other professionals for their views to help improve her practice.

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

- The childminder regularly shares information with parents about their children's care. This successfully contributes to meeting their individual needs.
- The childminder is a good role model. She positively reinforces good manners and provides children with appropriate praise and encouragement. Children are kind and helpful. They share, behave well and show respect towards each other.
- Children are happy and settle well because the childminder is kind, caring and friendly. She gets to know children and their families well. As a result, children form close attachments with her and show that they feel safe and secure.

## 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
■ improve the arrangements for the observation and assessment of children's progress to accurately identify their next steps in learning	31/05/2016
■ plan and provide challenging experiences and activities that meet children's individual learning needs and support them to make consistently good progress	13/05/2016
■ ensure that potential hazards that may be encountered on outings are included in risk assessments.	29/02/2016

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

- obtain more information from parents about what children can and cannot do when they first start, so that the initial assessment is more precise and clearly identifies children's learning needs
- reflect upon and improve practice, in order to raise the standard of care and education to a consistently good level.

### Inspection activities

- The inspector carried out a joint observation of an activity with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector sampled a range of documents, including children's information and learning records, safeguarding procedures, qualification and training certificates, self-evaluation and attendance registers.

### Inspector

Jane Rushby

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. The childminder is fully aware of the possible signs that would give cause for concern about a child's welfare, and knows what to do and who to contact. The childminder continues to improve her knowledge through professional development. For example, she has recently completed a course on managing behaviour in a positive way. The childminder provides parents with daily communication about children's care and the activities they have enjoyed. She has started to evaluate her own practice and has recognised the steps needed to improve learning opportunities for the children in her care. However, she has not yet implemented these improvements. This means that teaching does not always promote children's learning and development to a good standard, and children are not consistently making good progress. The childminder completes risk assessments for most safety issues. However, she has not thought to include potential hazards encountered on outings in this process. Nevertheless, she supervises children closely at all times to ensure they come to no harm.

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

The childminder carries out observations and assessments of children's learning. However, her assessments are not always accurate enough. In addition, she does not use what parents know about their child's achievements to help her establish the starting points for their learning. These issues mean that planning is not targeted closely enough on what each individual child needs to learn next. However, the childminder does use some sound teaching strategies. She uses lots of helpful language around children while they play. This supports their developing communication and speaking skills. She also introduces some mathematical language, such as counting, into conversations.

### Personal development, behaviour and welfare require improvement

Children make some appropriate progress in their personal, social and emotional development. However, the lack of well-targeted planning and activities that precisely match children's learning needs, means that they do not yet make the good progress that they should. The childminder helps children to learn about healthy lifestyles. They spend time in the garden where they enjoy playing football, running together and riding bikes. They also have fun feeding the rabbit. Children enjoy outings in the local area and attend playgroups with other children. This helps them to develop some social skills. They benefit from using a wide range of suitable resources and toys that interests them. Resources are easily accessible for all children, which encourages their independence. The childminder takes some appropriate steps to help children prepare emotionally for their eventual move to school.

### Outcomes for children require improvement

The childminder does not support children effectively enough to make good progress in their learning and development. The progress children make from their starting points is limited because teaching is not matched well enough to their individual needs. However, they do develop some useful skills in preparation for starting school. For example, they learn to be independent and develop some appropriate social skills.

## Setting details

<b>Unique reference number</b>	EY476726
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	967860
<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 - 14
<b>Total number of places</b>	5
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2014. She lives in Kesgrave near Ipswich. The childminder operates Monday to Friday, all year round from 7.20am to 6pm, except for family holidays and bank holidays.

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