

Childminder Report

Inspection date

8 April 2016

Previous inspection date

5 November 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
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 care provided for older children often has an adverse effect on the time the childminder spends directly supporting the younger children.
- The childminder does not have robust partnerships with other early years settings that children attend. This means that sharing of information about children's learning and development across the settings is not comprehensive.
- The childminder's systems for self-evaluation are not thorough enough. They do not enable her to promptly identify weaknesses in practice in order to help drive continuous improvement and raise outcomes for children.

It has the following strengths

- The childminder plans activities that are based around children's interests. She extends activities well and children's sustained concentration and motivation to learn are supported.
- The childminder forms positive partnerships with parents. She speaks with parents to gather information about children's starting points when they first attend. Children's records of learning are shared with their parents, who are provided with regular updates about their child's progress.
- Children play happily together and their behaviour is positive. They adopt many aspects of a healthy lifestyle. Children benefit from a nutritious diet and show a good understanding of healthy and unhealthy foods during a fun game.

What the setting needs to do to improve further

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

	Due Date
■ provide younger children with consistent levels of direct support to meet their needs	12/05/2016
■ develop a robust two-way flow of information with other early years settings that provide care and learning for children.	31/05/2016

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

- establish a more effective programme of self-evaluation in order to accurately identify weaknesses in practice and plan for continuous improvement.

Inspection activities

- The inspector observed activities and interactions between the childminder and the children.
- The inspector held discussions with the childminder and the children at appropriate times throughout the inspection.
- The inspector observed an activity and jointly evaluated this with the childminder.
- The inspector sampled a range of documentation, including the childminder's self-evaluation form and the children's learning records.

Inspector

Sarah Clements

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The childminder completes appropriate training to update her understanding of how to report any concerns about a child's welfare. The childminder makes suitable improvements based on guidance from local authority advisors. However, she does not always evaluate her own work effectively to identify where she can improve practice further. Children are supervised well and the childminder actively minimises risks in her home and garden to keep them safe. There are some opportunities for the childminder to work in partnership with the other early years settings that children attend. However, the two-way flow of information is not fully effective to secure continuity in children's experiences across their different settings.

Quality of teaching, learning and assessment requires improvement

The childminder has made appropriate improvements to her arrangements for assessing children's learning. She uses her assessments of children's progress to set suitably challenging targets to move them forward in their development. When interacting with the children, the childminder extends their language and provides them with suitable opportunities for problem solving. However, when caring for children of different ages, the childminder often interrupts her interactions with the youngest children in order to focus on the care of older children. This means that younger children experience inconsistent levels of direct support to fully meet their needs. Children sustain their concentration as they explore interesting resources and develop their own ideas. They decide to make a racecourse using empty crates. They extend their thinking as they test out how hard they have to push a vehicle to make it reach the finish line. Children show a positive interest in sharing books and develop their listening skills as the childminder reads. When outdoors, children show curiosity when they find a worm. The childminder gives them some time to observe the worm and they use suitable language to describe its movements.

Personal development, behaviour and welfare require improvement

Children form secure attachments, although the childminder fails to sustain her close interactions with the youngest children when older children are also present. The childminder has established secure relationships with parents and gathers relevant information from them about their child's care needs. She uses this information well to establish consistent routines for the children. Good behaviour is appropriately encouraged. Children are considerate and show concern if their friends are upset or hurt. Children have easy access to their belongings. They make good attempts at putting on coats and feel comfortable in asking the childminder for help with their zips. Children have regular exercise and fresh air, which contributes to their good health and well-being.

Outcomes for children require improvement

Children make steady progress from their starting points and develop the basic skills they need to be ready for school. They gain independence and socialise well with each other. They communicate confidently and express their choices. Their literacy skills are developing appropriately and they recognise some initial letters and sounds.

Setting details

Unique reference number	EY344753
Local authority	Suffolk
Inspection number	1044409
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 13
Total number of places	6
Number of children on roll	16
Name of provider	
Date of previous inspection	5 November 2014
Telephone number	

The childminder was registered in 2006 and lives in Felixstowe, Suffolk. The childminder operates all year round from 8am to 6pm, Monday to Friday. The childminder does not operate on 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

