

Childminder Report

Inspection date

5 May 2016

Previous inspection date

18 June 2010

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 use her observations of children to accurately assess what they know and can do. She does not consistently plan activities that engage children and motivate them to learn.
- The childminder does not exchange information about children's learning and development with other settings they attend in order to provide continuity in their learning.
- The childminder does not have effective systems in place to accurately check on the progress children make to ensure they achieve well in all areas of learning.
- The process for self-evaluation is not yet rigorous enough. The childminder does not access professional development opportunities to help her to tackle weaknesses in practice.
- The information the childminder shares with parents about what children have been doing at the setting does not always give sufficient detail about their next steps or the progress they make.

It has the following strengths

- The childminder follows children's interests as they play. She joins in with their play and makes suggestions to support them to develop their ideas further.
- The childminder develops secure relationships with the children. She is kind, caring and responsive to their needs. This helps children to feel safe and secure.
- Younger children are effective communicators. They communicate using a range of methods, such as body language and gesture. This gives them the confidence to build on their language skills and learn a range of vocabulary.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ make better use of observations to help accurately assess children's current capabilities, and use this information to plan challenging and interesting activities to engage children and move them on in their learning 	05/08/2016
<ul style="list-style-type: none"> ■ develop an effective system for sharing information with other settings children attend, and use this information to support children's development and to promote continuity in their learning. 	05/08/2016

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

- improve methods for monitoring the progress children make to ensure they gain key skills in all areas of learning so they are well prepared for their move to school
- develop a rigorous system of self-evaluation, including targeted professional development, to ensure identified weaknesses in practice are addressed
- provide more precise information for parents so they have a better understanding of children's achievements and can more effectively support children's learning at home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector jointly evaluated an activity with the childminder.
- The inspector looked at relevant documentation, such as the children's learning and development records and a sample of the childminder's policies and procedures.
- The inspector spoke with the childminder and children at appropriate times during the inspection and took account of the written testimonials of parents.
- The inspector checked evidence of the suitability of the childminder and other household members and the childminder's qualifications.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The childminder demonstrates a secure understanding of the procedure to follow if she is concerned that a child is at risk of harm. Self-evaluation does not lead to ongoing improvements in practice. The childminder does not have a plan in place for how she will address identified weaknesses in order to continually improve what she does. The childminder does not make the most of ongoing training to expand her knowledge and skills in order to target the weaknesses. The childminder does not have effective systems in place to monitor the progress children make to ensure they achieve to their full potential. The childminder often takes children to local groups in order to get a wide range of experiences and to socialise with other children. The childminder has not formed successful partnerships with other settings children attend. She does not share information about children's development to help her to plan activities to fully support and engage children in learning.

Quality of teaching, learning and assessment requires improvement

The childminder knows the children well and helps them to make choices throughout their play. However, infrequent assessments of their current abilities mean that she does not consistently plan interesting and challenging experiences for them. Children do not always engage well in activities or demonstrate a motivation to learn. The childminder encourages younger children to join in activities which she adapts to take account of their stage of development. They readily join in and show willingness to try new experiences. Children experience a range of activities to promote all areas of learning. Children make marks on the path outside and begin to identify letters of the alphabet. The childminder repeats the letters and reinforces language through repetition. The childminder talks to parents about children's achievements. However, she does not provide parents with regular and accurate information about children's learning or how to promote their learning at home.

Personal development, behaviour and welfare require improvement

Children are not always motivated and interested in what the childminder provides and sometimes lose interest quickly. The childminder manages children's behaviour effectively. She is consistent in the messages she gives and encourages children to share and be kind to one another. She gives children regular praise to support their self-esteem and to build their confidence. The childminder promotes healthy eating in the setting. Children eat a well-balanced lunch and are offered fruit as a snack. Children benefit from opportunities to exercise their bodies in the fresh air. They jump and run as they play with bubbles. Younger children competently kick a ball to support their physical development.

Outcomes for children require improvement

Children are not yet making good enough progress. They do not consistently demonstrate some of the skills needed to help them to prepare for the next stage in their learning, such as school. Children do not always immerse themselves in rich learning opportunities or demonstrate enthusiasm and a commitment to learning. Children often lack concentration in activities and quickly move on before they have had the opportunity to embed what they already know or to acquire new skills and knowledge.

Setting details

Unique reference number	EY387746
Local authority	Suffolk
Inspection number	859065
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	18 June 2010
Telephone number	

The childminder was registered in 2009 and lives in Newmarket. She operates all year round from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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