

Childminder Report

Inspection date

14 June 2016

Previous inspection date

18 March 2009

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 complete planning, observations and assessments for the children in her care that attend other early years settings. She does not ensure that these children undertake suitably challenging activities and make good progress.
- The childminder does not effectively share information with the other early years settings that children attend to provide children with consistency in their learning.
- The childminder does not use self-evaluation effectively to ensure that all the legal requirements are met and to identify weaknesses in her practice.
- The childminder does not ensure that children have consistently good opportunities to develop their problem-solving skills.

It has the following strengths

- The childminder provides a warm, welcoming environment. Children form close attachments to her and secure friendships with each other.
- Children have daily opportunities to experience fresh air and physical exercise. They walk to school and go on outings with the childminder, such as, to the local park, farm and zoo.
- The childminder's risk assessments and daily checks of the premises are thorough. She ensures the premises are secure and carries out safety checks while on outings with the children.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- ensure that observations are used to inform accurate assessments of children's progress and used to plan suitably challenging activities for all children, including those that attend other early years settings 31/10/2016
- ensure that information about children's development is effectively shared with the other early years settings that they attend, in order to provide children with a good level of consistency in their learning experiences. 31/10/2016

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

- strengthen self-evaluation ensuring that all the legal requirements are met and any weaknesses are identified and swift action is taken to address them
- provide children with further opportunities to think for themselves, encouraging them to discover more about why things happen and how things work.

Inspection activities

- The inspector observed activities in the indoor learning environment where children play and viewed all areas of the home used for childminding.
- The inspector observed a focused activity and evaluated the quality of teaching with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at children's development records, planning and a range of other documentation, including policies and procedures and risk assessments.
- The inspector checked evidence of the qualifications of the childminder, her suitability and the suitability of other household members.
- The inspector took account the views of parents in written testimonials.

Inspector

Daniella Tyler

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not have a secure understanding of all the learning and development requirements. She thought that if children attend another early years setting for more time than they attend her setting that she did not have to monitor their learning. This is incorrect and is a breach of the legal requirements. In addition, the childminder has not formed effective communication with the other settings that children attend to add depth to what she already knows about the children. The childminder's self-evaluation of her practice is not robust enough to ensure that weaknesses are identified and addressed. The arrangements for safeguarding are effective. The childminder can identify the possible indicators of abuse and knows the appropriate action to take if she has concerns about a child. She attends mandatory training to keep some of her knowledge and skills up to date, such as first aid.

Quality of teaching, learning and assessment requires improvement

The childminder does not make sure that she completes effective planning and assessments for all children's learning. She only completes assessments and plans for the learning of those children who attend her setting more than they attend pre-school or nursery. Consequently, the childminder is not ensuring that she plans suitably challenging activities for all the children she cares for. The observations and assessments that the childminder does complete of children's play are effective and used to plan activities around children's interests. The quality of teaching is variable. The childminder plans enjoyable activities. She gets down to children's level and engages them in exciting activities. However, she does not consistently support children to develop their thinking skills. The childminder often answers questions for the children. She does not consistently adapt her interactions to build on what children already know. Children enjoy their time at the childminder's setting. The childminder supports children's mathematical development. She counts with the children and teaches them how to read the time on the clock.

Personal development, behaviour and welfare require improvement

The childminder is not completing assessments for all children or sharing information with other providers. Therefore, she is not ensuring that their personal, social and emotional needs are fully promoted. The childminder teaches children to share and use good manners. She praises the children for their achievements, promoting their confidence and self-esteem. Children are happy and confident to explore the environment and access toys and resources. The childminder supports children to understand how to keep themselves safe. She teaches them how to cross the road safely when on outings.

Outcomes for children require improvement

Not all children are making good progress given their starting points and capabilities. This is because the childminder does not ensure that she completes assessments and plans suitably challenging activities for all children in her care. Children are developing some independence skills. They help to tidy away resources and attend to their personal care needs. Children develop some awareness of letters and sounds through enjoyable play activities.

Setting details

Unique reference number	251174
Local authority	Suffolk
Inspection number	866492
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 0
Total number of places	17
Number of children on roll	10
Name of registered person	
Date of previous inspection	18 March 2009
Telephone number	

The childminder was registered in 1992 and lives in Ipswich, Suffolk. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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