

# Childminder Report

**Inspection date**

11 July 2016

Previous inspection date

30 July 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The childminder demonstrates a poor capacity to improve. She has taken insufficient action to tackle weaknesses identified at previous inspections.
- The childminder does not use continual professional development to help her improve her knowledge and skills. This has resulted in her not having up-to-date knowledge of current requirements and not being aware of new government initiatives relating to childcare providers.
- The childminder does not complete the progress check for children between the ages of two and three years. Nor does she provide parents with a summary of their child's progress at this important time in their lives.
- The childminder's system for monitoring children's progress is weak. Although she is generally aware of individual children's capabilities, this is not reflected in their assessment records. Nor does she use her knowledge of individual children to plan activities that target gaps in their learning.
- The childminder does not work in partnership with other early years settings that children attend. She does not take appropriate steps to find out how they can work together to provide children with a consistent approach to promoting their learning and development.

### It has the following strengths

- Children are happy and well settled in the childminder's care. They play with their favourite toys and welcome the childminder's participation in their play.
- Children have regular opportunities for physical exercise in the fresh air. The childminder's garden contains a suitable range of large equipment. Children enjoy regular visits to local parks.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ develop an effective programme of professional development to ensure that knowledge and skills are up to date and continue to improve so that children receive quality learning and development experiences that promote their good progress	12/09/2016
■ ensure observations and assessments are used to accurately identify children's level of achievement and make sure that the knowledge gained is used to plan stimulating and challenging activities that target any gaps in their learning	12/09/2016
■ develop knowledge of the required progress check for children aged between two and three years and ensure parents receive a written summary of their child's development in the prime areas of learning	12/09/2016
■ develop partnerships with other early years settings that children attend and work together to provide consistency in children's learning and development.	12/09/2016

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector evaluated an activity with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as children's records and evidence of the childminder's training and the suitability of household members.
- The inspector took account of the views of parents from their written testimonials provided by the childminder.

## Inspector

Gill Thornton

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The childminder has a poor knowledge of the learning and development requirements. She does not have any plans for professional development to help her improve the quality of children's experiences and promote better learning outcomes. The arrangements for safeguarding are effective. The childminder has attended child protection training and is aware of the steps to follow if she has a concern about the welfare of a child in her care. She ensures her home and garden are safe and secure. She takes appropriate action to keep children safe from anyone whose suitability has not been checked. Parents praise the childminder for providing children with a home-from-home environment. They say, 'She goes the extra mile, even taking children to the hairdressers or swimming'.

### Quality of teaching, learning and assessment is inadequate

Despite holding a relevant childcare qualification, the childminder does not have sufficient knowledge of how to provide children with good quality learning experiences. Her observation and assessment systems are weak as they do not provide accurate information to help her target any gaps in children's learning. The childminder provides children with toys and activities that she knows they are capable of completing and are interested in, such as wooden number puzzles. However, she does not consider how to use their interests, such as in mathematics in order to plan activities that help children make good progress in other areas of their learning. The childminder chats to children about what they are doing and answers their questions, for example about the names of different insects.

### Personal development, behaviour and welfare are inadequate

The childminder does not have any knowledge of the requirement to complete a progress check between the age of two and three years. Despite having cared for children who have passed through this age range. This results in valuable information about how well children are progressing and any areas where additional support may be required, not being shared with parents. The childminder regularly talks to parents about what the children have been doing in her care and what has happened at home or over the weekend. However, she does not work with other early years settings children attend to find out about children's achievements and progress in their care. This means she is unable to ensure her teaching complements the support that children receive in other settings. The childminder generally follows appropriate procedures to promote children's health and well-being.

### Outcomes for children are inadequate

Children do not make good progress in areas of learning and development. They demonstrate skill in some areas, such as mathematics. However, overall the childminder's teaching is weak and does not help all children develop the key skills to support their move to school. Nevertheless, children are confident to ask the childminder for the toys they wish to play with. They use imaginative language as they play with small-world figures reflecting diversity and disability. They regularly go to toddler groups with the childminder where they mix with other children and experience different activities.

## Setting details

<b>Unique reference number</b>	250685
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1043264
<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>	3 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	30 July 2013
<b>Telephone number</b>	

The childminder was registered in 1993 and lives in Ipswich. She operates all year round from 7am to 6pm on Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

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.

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