

Childminder Report

Inspection date

3 August 2016

Previous inspection date

9 July 2015

	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 childminder does not teach effectively to fully inspire and motivate children to learn.
- Children's ability to make choices and lead their own learning is limited. Toys and resources are not presented to entice children to want to access them.
- The childminder does not effectively assess or track children's progress across the seven areas of learning so that any gaps in their learning are identified and addressed.
- The childminder does not pay sufficient attention to her professional development as part of working towards providing a good quality provision for all children.

It has the following strengths

- The childminder has taken steps to address the actions set at the last inspection. For example, she has established an effective two-way flow of information with other settings that children attend to promote consistency in their care and learning.
- The childminder builds positive relationships with parents. She shares information to keep them informed about the service she provides and their children's progress.
- Children's emotional well-being is supported well. The childminder establishes warm, caring relationships with children. They readily go to her for support as they play.
- The childminder understands the importance of observing children as they play. She evaluates what she sees as part of supporting children's progress across the areas of learning.
- The development of children's communication and language is promoted well. The childminder chats with children and supports their vocabulary and listening skills.

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"> ■ improve the quality of teaching to ensure that children are offered sufficient challenge and are motivated to learn so that they make good progress 	01/11/2016
<ul style="list-style-type: none"> ■ ensure that children have the ability to lead their own learning and are supported effectively to be able to access toys and make choices about their own learning 	01/09/2016
<ul style="list-style-type: none"> ■ establish effective systems for assessing and monitoring children's developmental progress so that gaps in learning are identified and addressed. 	01/09/2016

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

- focus more closely on continuing professional development as part of working towards continuous improvement and good practice.

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 spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at records of children's learning and a selection of policies and other records.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not keep sufficiently up to date with current legislation and good practice guidance. This does not support her continuous improvement or the provision of good quality care and learning for children. The childminder maintains mandatory training, such as paediatric first aid, to enable her to meet children's emergency health needs. She evaluates her practice through reflecting on activities she has carried out with children and through her discussions with parents. Arrangements for safeguarding are effective. The childminder is aware of the signs and symptoms of abuse and knows what to do to report concerns. Her home is safe and secure. Children play safely, both indoors and outside. All necessary documentation is maintained. Policies are available to parents, enabling them to make informed choices about their children's care.

Quality of teaching, learning and assessment requires improvement

The childminder observes children as they play and evaluates what she sees. The evaluation of her observations is used as part of identifying and planning for their next steps in learning. The childminder knows children well and talks confidently about them. She engages in children's play and encourages them in conversation. However, the quality of teaching does not always build on what children already know. For example, when playing with a matching and sorting game about opposites the childminder misses opportunities to talk to children about what opposites are or to encourage them to make comparisons, such as happy and sad. Children's thinking is not sufficiently challenged to motivate them to play and learn. However, the childminder does respond well to children's short concentration spans. She recognises when children lose interest and readily moves on to another activity.

Personal development, behaviour and welfare require improvement

The childminding premises are warm and welcoming. The childminder supports children well as they move from home to her childminding setting. Children are happy, settled and readily separate from their main carer on arrival at the setting. Children confidently help themselves to toys and resources. However, toys and equipment are not stored in a way that enables children to want to access them. The childminder is a good role model. She treats children with respect and positive regard. She gives meaningful praise for individual efforts, effectively promoting children's self-esteem. The childminder has attended training in managing children's behaviour. She works with parents and others who provide care and learning for children to promote consistency in managing unwanted behaviour.

Outcomes for children require improvement

The childminder does not assess and monitor children's developmental progress effectively. She relies on her past experience of child development, rather than assessing children's individual progress. Despite this, and the weaknesses in teaching and learning, children do develop the skills needed for future learning, such as when they move on to nursery or school. Children are confident to talk and ask questions. They look at illustrations in electronic books with the childminder and count as they play.

Setting details

Unique reference number	250766
Local authority	Suffolk
Inspection number	1051157
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 3
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	9 July 2015
Telephone number	

The childminder was registered in 2001. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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