

Childminder Report

Inspection date

10 August 2016

Previous inspection date

12 February 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder has made some progress in addressing the most significant weaknesses and actions raised during the last visit by Ofsted. However, she has not made enough progress to provide good quality learning opportunities for children. Self-evaluation does not effectively help her to identify all weaknesses or identify professional development to strengthen her teaching skills.
- The childminder does not assess children's starting points accurately enough when they begin attending her setting.
- The childminder's ongoing assessments of children's learning are not precise enough to plan activities that focus on what they need to learn next.
- The childminder does not provide sufficient opportunities for children to extend their skills during play so that they learn to lead and develop their own play activities. She does not make the most of questioning and explanations to promote children's thinking skills and extend their learning.

It has the following strengths

- The childminder provides a safe, welcoming and homely environment. She quickly builds strong bonds with children and effectively supports their emotional well-being.
- Children's good health is promoted. The childminder provides healthy snacks, drinks and home-cooked meals. Children benefit from plenty of opportunities to be physically active and play in the garden and to continue their learning outside in the fresh air.
- The childminder builds positive relationships with parents to enable two-way sharing of information. This promotes continuity in care.

What the setting needs to do to improve further

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

	Due Date
■ identify children's stages of development clearly when they start attending	01/12/2016
■ use ongoing observations and assessments to plan learning experiences that are carefully focused on what children need to learn next	01/12/2016
■ improve teaching skills in order to challenge children, extend their learning and promote good progress.	01/12/2016

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

- make better use of self-evaluation to accurately identify weaknesses and take timely action, including professional development opportunities, to improve the quality of teaching and the outcomes for children.

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 and children at appropriate times during the inspection. She evaluated a focused activity with the childminder.
- The inspector looked at relevant documentation, including the childminder's self-evaluation, records of children's learning and development, written risk assessments and a selection of policies and procedures.
- The inspector checked evidence of the suitability of all household members and the qualifications of the childminder.
- The inspector took account of the views of parents provided through written testimonials.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. Children are kept safe because the childminder knows how to protect them from harm. She is aware of the appropriate action to take if she has concerns about the welfare of a child in her care. The childminder works with an assistant, who is familiar with the working practices and policies of her setting. Children are adequately supervised and the childminder ensures that she does not exceed the number of children she may care for. While the childminder has improved some aspects of her provision since the last inspection, the quality of teaching is inconsistent. She has not used self-evaluation effectively to identify professional development opportunities to enhance her practice and increase her knowledge of current good practice.

Quality of teaching, learning and assessment requires improvement

The childminder is continuing to use support from the local authority but new systems in place for assessing children's ongoing progress are not fully effective and embedded into practice. The childminder obtains some information from parents about children when they first start attending. However, she does not make good use of this to accurately identify their initial stages of development. The childminder gets to know children well and observes them as they play. She recognises that most children meet their expected milestones and works with parents when children experience any delay. Children have an enjoyable time as the childminder responds to their immediate interests. Some adult-led activities are interesting to children. However, the childminder overlooks opportunities to ask questions that challenge children's thinking and extend their learning, and to support children to learn to lead their own play. The childminder appropriately promotes children's language development. She chats to children about what they are doing, listens well and clearly pronounces words that children struggle with.

Personal development, behaviour and welfare are good

Despite weaknesses in other aspects of teaching, children's social development and self-care skills are promoted well. They independently dress themselves for outdoor play and take care of their own toileting and handwashing. Children play well together and learn to have regard for the feelings of others because the childminder consistently encourages turn taking and sharing. The childminder takes children out into the local community to help them become used to meeting different people in various situations. Children learn about managing risks and keeping themselves safe. They develop good physical skills as they climb and move around the large equipment in the garden.

Outcomes for children require improvement

Children do not yet make good progress from their starting points because the quality of teaching and assessment requires improvement. Children count and learn to recognise shapes and colours. Older children begin to recognise some letters, particularly those in their names. Available resources, such as chalks, enable children to draw and practise their early writing skills. Overall, children gain some key skills needed for their eventual move on to school.

Setting details

Unique reference number	EY101535
Local authority	Suffolk
Inspection number	1050610
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	12
Number of children on roll	13
Name of registered person	
Date of previous inspection	12 February 2015
Telephone number	

The childminder was registered in 2002 and lives in Carlton Colville, Suffolk. She works with an assistant. The childminder operates all year round from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. She can also provide overnight care. The childminder provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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