

# Childminder Report

**Inspection date**

17 August 2016

Previous inspection date

1 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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 is not confident about the process to follow if an allegation of abuse is made against her or a household member.
- The childminder has not ensured that she has appropriate insurance before transporting children in her car.
- The childminder does not always maximise opportunities to further develop children's critical-thinking skills.
- The childminder does not make the best use of learning outdoors. She does not fully support those who learn best from playing outside to develop their early mathematical and literacy skills.

### **It has the following strengths**

- Steps have been taken to address the actions set at the last inspection. For example, the childminder has provided Ofsted with necessary information so that suitability checks can be completed for household members over the age of 16.
- The childminder provides children with a warm and welcoming family environment.
- Children learn safe practices. During cooking activities the childminder teaches children about the importance of being careful around the cooker and hot pans.
- The childminder observes and assesses children as they play. She uses this information effectively to identify where they are in their learning and what she needs to do to support their progress.
- The childminder shares information with parents about their children's care and learning and encourages parents to continue to share what they know.

## 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 knowledge and understanding of the process to follow if an allegation is made against herself or a family member	31/08/2016
■ ensure that appropriate insurance is in place before transporting children in the car.	19/08/2016

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

- strengthen opportunities for children to develop their critical-thinking skills
- focus more closely on developing the early mathematical and literacy skills of children who prefer to learn in the outdoor environment.

## 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 activity planning, records of children's learning and a selection of policies and other records.
- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder.
- The inspector took account of written testimonials from parents.

## Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. The childminder has a good awareness of the indicators of abuse and knows how to report concerns. This ensures that in this instance, children's welfare is protected. Although she is not sure about the process to follow if an allegation is made against herself or a household member, the childminder would report any allegations to Ofsted. The childminder does not have adequate insurance on her car to allow her to transport minded children. However, following her last inspection the childminder has attended training in paediatric first aid to ensure that she is able to manage children's emergency health needs. She reflects on each day to consider what has gone well and what can be improved. Effective partnerships with parents are established. Written testimonials indicate the high regard they have for her. They describe her as calm, kind and patient and appreciate that she offers support to the whole family, not just the minded child.

### Quality of teaching, learning and assessment requires improvement

The childminder knows children well and talks confidently about what they like to do. For example, she knows that some of the children particularly enjoy being outdoors. However, the outdoor environment is firmly based on physical play and children have limited opportunities to explore other areas of learning when outside. The childminder is actively engaged in the children's play. She supports children's speech and language development well. She listens to what children say and engages them in conversation. She repeats words back to children so that they hear them pronounced correctly. Adult-led activities are interesting and engage children but the childminder misses opportunities to extend their play and learning further. For example, during cooking activities she does not encourage children to consider problems, such as how to melt the butter, or think about cause and effect.

### Personal development, behaviour and welfare require improvement

Gaps in the childminder's safeguarding knowledge and practice mean that the promotion of children's welfare is not yet good. Despite this, children settle well in the childminding setting. They enjoy the childminder's praise. Children are helped to understand and manage their feelings and behaviour. They play well together and build friendships with each other. Children confidently chose what they want to do and help themselves to the toys and resources. They enjoy the range of physical play equipment outdoors. They use wheeled toys and confidently bounce on the trampoline. Children understand the safety rule of closing the zip on the netting before bouncing. Their growing awareness of keeping healthy is consistently reinforced through personal hygiene routines.

### Outcomes for children require improvement

Despite the weaknesses in the quality of teaching, children do develop the basic skills needed to be ready for school. The childminder assesses children's learning to ensure that they are making progress across all areas of learning. Children develop the confidence to embrace new experiences. They understand that print carries meaning and can be used for different purposes, such as stories and recipes in cookery books.

## Setting details

<b>Unique reference number</b>	EY314895
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1058276
<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>	2 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	1 December 2015
<b>Telephone number</b>	

The childminder was registered in 2005 and lives in Halesworth, Suffolk. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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