

# Childminder Report

**Inspection date**

28 September 2016

Previous inspection date

28 November 2014

<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 does not meet the requirements of the Early Years Foundation Stage and the Childcare Register. She has failed to maintain a current first-aid certificate.
- The childminder has made some improvements to her practice since the last inspection. She makes more regular observations of the children, to identify their progress and shares information daily with parents. However, she has not made enough progress to provide good quality learning opportunities for all children.
- The childminder does not assess children's starting points accurately enough when they begin attending her setting.
- The childminder's planning is not sharply focused on what individual children need to learn next to promote their more rapid progress.
- The childminder has not maintained her professional development to enhance her practice, in order to meet children's learning needs effectively.

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

- Children play happily and settle well as the childminder is kind, caring and attentive. The childminder's home is welcoming and homely, with a choice of resources so children can decide what they would like to do.
- The childminder thinks carefully about keeping children safe. She checks the environment frequently for hazards, whether at home or on outings. This helps to promote the safety of children in her care.
- The childminder builds friendly partnerships with parents, to enable two-way sharing of information. This promotes continuity in children's care.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ complete and maintain a paediatric first-aid qualification	01/12/2016
■ identify children's stages of development clearly when they start attending.	01/12/2016

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

- strengthen assessment systems to more precisely monitor children's progress, using information gained to ensure that planning is sharply focused on what individual children need to learn next to promote their more rapid progress
- strengthen professional development plans so that they are focused on achieving consistently good levels of teaching practice and keep fully up to date with recent changes in the early years sector.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as records of children's learning, written risk assessments and a selection of policies and other records.
- The inspector checked evidence of the suitability of all household members and the qualifications of the childminder.

### Inspector

Lindsey Cullum

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder understands her role in protecting children and the procedures to follow if she is concerned that a child might be at risk of harm. She supervises children well and teaches them how to keep themselves safe through the daily routine and while on outings. The childminder shares information with parents about children's experiences and discusses what they do at home. She takes some positive steps to improve her childcare knowledge, including internet research. However, weaknesses in her teaching skills and knowledge of current good practice, has a negative impact on the quality of her provision overall.

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

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. She provides resources and activities that enable children to achieve at different levels, but does not focus sharply enough on what they need to learn next. Even so, the childminder has some understanding of how children learn through play. Some aspects of her teaching are good. She interacts well with children to promote their understanding and speaking skills. Children are encouraged to think and problem solve as the childminder supports them to complete puzzles. They learn to listen well, follow simple instructions and persevere as the childminder encourages them to try again. Children receive lots of praise and show pride in their achievements. They join in conversations with the childminder, who introduces more complex words and explains the meaning. Children's enjoyment of books is fostered well. They choose their favourite story and settle on the childminder's lap while she reads. The childminder introduces counting and shape recognition into children's activities.

### Personal development, behaviour and welfare require improvement

The childminder has allowed her first-aid certificate to lapse. However, she demonstrates a secure knowledge of what to do in the event of an accidental injury and has booked to attend training. Children develop sound social skills. The childminder takes children out into the local community to help them become used to meeting different people in various situations. They accompany the childminder as she takes and collects children from school so they become familiar with this environment. The childminder promotes children's health, for instance, by teaching children sound personal hygiene routines and providing healthy meals and snacks. Children are physically active in the childminder's garden, go on nature walks or to the park, enjoying fresh air and exercise regularly.

### Outcomes for children require improvement

Children develop the skills they need for school but are not sufficiently well supported to make good or better progress in their learning. They develop some self-care skills and learn to interact with others in large groups. Children confidently communicate their needs and wishes. Available resources, such as pencils and crayons, enable children to draw and practise their early writing skills.

## Setting details

<b>Unique reference number</b>	256680
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1044516
<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>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	28 November 2014
<b>Telephone number</b>	

The childminder was registered in 1994 and lives in West Winch, Norfolk. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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