

# Childminder Report

<b>Inspection date</b>	10 October 2016
Previous inspection date	19 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- The childminder has failed to maintain the good levels of practice observed at her previous inspection. The childminder does not appropriately supervise children at all times to ensure their safety and well-being. Children's safety and welfare are compromised.
- The childminder does not use what she knows about children's needs and abilities to accurately identify and plan for their individual next steps in learning. This adversely affects her ability to support them to make good progress.
- The childminder's evaluation of her own practice is not thorough enough to identify weaknesses in her provision. This has contributed to her not meeting the required standards of care and teaching. The childminder does not identify how to make and maintain improvements in all areas of her practice.
- The childminder does not use effective methods to gather information from parents about children's prior learning when they start in her care, in order to help her assess children's individual starting points in learning.

### It has the following strengths

- Children have opportunities for fresh air and exercise. They develop their physical coordination when the childminder takes them out on regular trips to local parks. They meet with other childminders and children. This gives them the opportunity to socialise.
- The childminder supports children's emerging speech. She speaks to babies as they play and responds to their vocalisations. The childminder tells children the names of objects and characters in books, helping to develop their vocabulary.
- The playroom is well resourced and comfortable and children enjoy being with the childminder.

## 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>
<ul style="list-style-type: none"> <li>■ ensure that all children are adequately supervised at all times to maintain their safety and support their emotional well-being</li> </ul>	11/10/2016
<ul style="list-style-type: none"> <li>■ use the information gained from observing children's learning and development to inform the planning of challenging and stimulating experiences, in order to help them to make good progress.</li> </ul>	07/11/2016

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

- implement rigorous and effective systems to evaluate all aspects of practice to identify weaknesses and carry out appropriate plans to raise the quality of care, teaching and learning
- identify effective ways to work in partnership with parents to gather information about children's needs and abilities when they first begin to attend.

### Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received from the childminder.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector checked evidence of the suitability of all household members and the qualifications of the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector viewed a selection of documentation, including policies and procedures and records of children's learning.

### Inspector

Kate Hipperson

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

The childminder met her legal responsibility to notify Ofsted of a recent incident whereby the childminder did not collect an older child from school at the agreed time. She has reviewed her practice to minimise the risk of this happening again. However, the arrangements for safeguarding are not effective. The childminder does not effectively maintain the safety and well-being of children while they are in her care as she does not adequately supervise children at all times. The childminder does not accurately reflect on all aspects of her practice to identify where standards need to improve. When areas for development are identified these are not always consistently addressed and maintained. The childminder seeks the views of parents and children about what she offers. She makes some alterations to her provision in response to their views. The childminder completes some relevant professional development. She uses the internet and training courses to help to keep up to date with some new developments in practice.

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

When children first begin, the childminder asks parents to complete an initial assessment of children's abilities to identify their starting points in learning. However, she does not support parents to understand how to do this. Consequently, the information that the childminder receives does not offer a true reflection of where children are in their learning. This means that she cannot aim her teaching purposefully to support children's good progress. However, the childminder observes children as they play. She has a generally good understanding of where they are in their development. Children enjoy moving around the available space examining objects they find. They enjoy story times with the childminder responding to familiar words and themes.

### **Personal development, behaviour and welfare are inadequate**

The childminder fails to maintain appropriate levels of supervision of children. On the day of the inspection, she left a baby unattended in her home to go to the bin at the end of her driveway. The baby was in a room with safety gates at each doorway. However, as the baby was able to move around unsupervised there was a risk of accident. Despite this, when the childminder is supervising them directly, babies enjoy themselves. They have space and opportunity to develop their physical skills, including crawling, cruising and pulling themselves up. Babies are able to rest and sleep as needed. The childminder forms bonds with the children. Babies respond with smiles as she comforts and cuddles them. However, leaving them without suitable levels of supervision for their age and stage of development compromises their physical safety and emotional well-being. The childminder works closely enough with parents to help her know how to give children a consistent routine, and to meet their individual health needs.

### **Outcomes for children require improvement**

Children make some, but not good, progress. This is because the childminder does not plan well enough for their individual needs to proactively support their development. Nevertheless, babies develop keenness and confidence to explore. They interact with the childminder and others around them. Babies are curious and show that they are beginning

to understand what is being said to them. The willingness to learn that they show supports them for their future learning.

## Setting details

<b>Unique reference number</b>	EY435987
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1074647
<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>	1 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	19 June 2014
<b>Telephone number</b>	

The childminder was registered in 2012 and lives in Beccles, Suffolk. She operates all year round from 8am to 6pm on Monday to Friday, except for bank holidays and family holidays. The childminder can also work additional hours if required.

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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