

Childminder Report

Inspection date	13 October 2016
Previous inspection date	28 January 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	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:

- Although the childminder has made some improvements since the last inspection, she has not made enough progress to provide good quality learning opportunities for children. She does not accurately identify weaknesses in her setting to promote continuous improvement.
- Although the childminder is well qualified and has a generally sound understanding of how children learn, she does not always use this knowledge to good effect. The childminder does not always consider the individual learning needs of all children in her care when planning activities.
- The childminder does not gather precise information from parents about children's learning at home, prior to starting at the setting. This means that the childminder does not accurately assess children's starting points in order to support the early planning for their learning.

It has the following strengths

- The childminder provides a welcoming and homely environment. Children settle quickly into the childminder's home. They form positive relationships with the childminder and enjoy her attention.
- Children follow good hygiene routines. They have daily opportunities for fresh air and exercise, which helps to promote their physical development and well-being.
- The childminder shares information and engages with other settings that children also attend. This means that children experience continuity in their care, learning and development.

What the setting needs to do to improve further

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

	Due Date
■ ensure that information gained from children's assessment is used effectively to plan activities that provide sufficient challenge for all children so that they make good progress	21/11/2016
■ ensure information is gathered from parents about what a child knows and can do when they first start at the setting, in order to accurately establish children's abilities on entry and support the early planning for their learning.	21/11/2016

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

- establish an effective programme of self-evaluation, in order to accurately identify weaknesses in the setting and plan for continuous improvement.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and children at appropriate times throughout the inspection and carried out a focused observation.
- The inspector looked at relevant documentation, such as records of children's learning and development, written risk assessments and a selection of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the childminder and the suitability of other household members.
- The inspector looked at written testimonials from parents.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has updated policies and procedures so that they are in line with current legislation and guidelines. However, she does not sufficiently evaluate the quality of her provision and children's progress to set high expectations and drive improvement. She does not gather detailed information from parents when children first start at her setting. This means that the childminder cannot precisely monitor children's progress from their starting points. The arrangements for safeguarding are effective. The childminder has a suitable knowledge of child protection procedures, in line with the guidance of the Local Safeguarding Children Board, to protect children from harm. She understands what to do should she have any concerns about the welfare of a child in her care. The childminder keeps up to date with mandatory training, such as first aid and child protection.

Quality of teaching, learning and assessment requires improvement

The childminder gets to know the children well and observes them as they play. She recognises that most children meet their expected developmental milestones. However, the childminder does not always use the information from her assessments to plan suitable activities to meet children's individual needs. This means that children are not fully supported to make the best possible progress in their learning. Nevertheless, children enjoy their time with the childminder. They are suitably occupied as they choose what they want to do. The childminder gets down to the children's level and helps to promote their speech and language skills. She talks to children as they play and responds well to babies' babbles and vocalisations. For example, the childminder names animals and encourages the children to imitate the sounds they make.

Personal development, behaviour and welfare are good

The childminder takes time to support new children to settle. She works closely with parents to ensure she meets children's care needs well. Children are very comfortable in their environment and demonstrate that they have built a warm relationship with the childminder. The childminder is attentive to children's care needs. She wipes their noses and changes their nappies whenever needed. The childminder manages children's unwanted behaviour well, taking into account children's age and level of understanding. The childminder takes children out into the local community to help them become used to meeting different people in various situations. Children also become familiar with other settings, for example, when they accompany the childminder to collect older children from nursery and school. This means their confidence is developing in new situations.

Outcomes for children require improvement

Children do not make enough good progress. This is because planning and assessment requires improvement to ensure that activities engage children at the highest level. Children are supported to acquire basic skills ready for the next stages in their learning, such as nursery or school. They manage their own personal needs according to their age and stage of development. Children enjoy looking at books with the childminder. They listen and respond to instructions. Babies have adequate space to toddle around and practise their early walking skills.

Setting details

Unique reference number	EY435728
Local authority	Suffolk
Inspection number	1042646
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	11
Name of registered person	
Date of previous inspection	28 January 2013
Telephone number	

The childminder was registered in 2011 and lives in Somersham, Suffolk. She operates all year round from 7.30am to 6pm on Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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