

Childminder Report

Inspection date

5 October 2016

Previous inspection date

28 November 2013

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

- Teaching requires improvement. The childminder does not use her knowledge of children's abilities to plan activities that challenge them. Children do not make swift enough progress in all areas of learning.
- The childminder does not evaluate and monitor her practice effectively. Therefore she is unable to identify and address weaknesses in her practice or to maintain continuous improvement.
- The childminder has not informed Ofsted of changes in her contact details as required. This does not impact significantly on the safety and welfare of children. The childminder has given her updated details to parents of minded children.
- The childminder's system for keeping records is not effective. Although she keep records such as of children's achievements, she does not have a robust system in place to store and make best use of the records she keeps.
- The organisation of the areas for play and learning requires improvement. Areas used for childminding are cluttered and uninviting.

It has the following strengths

- The childminder treats children with care and kindness. This effectively supports their emotional well-being.
- The childminder engages well with parents. She keeps them informed about their child's progress through daily discussions.
- Children learn to manage some tasks independently. For example, they find their own water bottle when they are thirsty.

What the setting needs to do to improve further

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

Due Date

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| ■ develop the systems in place for the planning of children's learning to ensure that activities and resources provide sufficient challenge and motivate children so they make the best possible progress in all areas of their learning and development | 26/11/2016 |
| ■ ensure that areas used for childminding are not cluttered and that children are able to access a wide range of appropriate activities. | 02/12/2016 |

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

- use rigorous evaluation of the provision offered to identify weaknesses and take action to prioritise and address these areas so that the quality of the provision improves swiftly
- improve the system in place to store and record information and use this to ensure that children's welfare and learning needs are fully met.

Inspection activities

- This inspection took place following a risk assessment in relation to information about the provider.
- 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, and took account of written comments made by parents.
- The inspector looked at children's records and a range of other documentation, including a sample of policies and procedures.

Inspector

Susan Brockhouse

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not evaluate the quality of her own practice effectively. Consequently, she has not identified or addressed the weaknesses in her provision. She maintains a range of documentation, including written policies. However, she is not fully competent in using the software programme that she has implemented to record her observations and assessment of children, policies and accident and medicine forms. Consequently, they are not adequately maintained. The arrangements for safeguarding are effective. The childminder has an adequate understanding of her role and responsibilities in promoting their safety and welfare. She knows who to contact if she has concerns about a child in her care, and she is able to identify the signs and symptoms of abuse. She has attended training about recent changes in legislation relating to encouraging children's understanding of the value of respect and tolerance. She implements these approaches in her care of children attending her provision.

Quality of teaching, learning and assessment requires improvement

Teaching is not strong. The childminder does not plan activities well enough or provide a stimulating learning environment in her home to ensure that children learn as much as they can. Some of the areas used for minding are cluttered with furniture and other objects which are not related to minding children. This hinders children's physical exploration. There is a range of play resources, mainly on the floor, which link to children's interests. For example, the childminder provides toy cars, a toy car park and books containing images of vehicles to pick up on children's interest in cars. The childminder sits on the floor with children and supports them in their play. During these interactions the teaching is purposeful. She provides a narrative and models new words, developing children's communication skills and encouraging them to try new vocabulary.

Personal development, behaviour and welfare require improvement

The childminder is aware of the weakness in her record keeping system with regard to her medicine records and has plans in place to remedy this. She does obtain the necessary parental permission and she tells parents what medicine is administered to their children and when to ensure their welfare. The childminder obtains information on children's likes and dislikes, and care routines when they first join her. Children seek reassurance from the childminder, for example, when visitors are present. This demonstrates that they have an attachment with her and, as a consequence, feel safe and secure in her care. Children receive praise from the childminder for achievements and positive behaviour, which promotes their self-esteem and confidence. Children learn that they are part of a wider community as they visit local groups and visit other childminders on a regular basis.

Outcomes for children require improvement

Weaknesses in teaching mean that children do not make the best possible progress in their learning. Children do not get enough choice of activities and are unable to choose ways of doing things independently. They are generally working within the range of development typical for their ages. Children are developing some skills to help them in their next stage of learning. For example, children show suitable levels of confidence.

Setting details

Unique reference number	256523
Local authority	Norfolk
Inspection number	1074049
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 17
Total number of places	11
Number of children on roll	10
Name of registered person	
Date of previous inspection	28 November 2013
Telephone number	

The childminder was registered in 2000 and lives in Norwich. She operates all year round from 07:30am to 6pm, Monday to Friday, except bank holidays and family holidays. She regularly works with another childminder and holds an appropriate childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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