

# Childminder Report

**Inspection date**

6 September 2016

Previous inspection date

15 July 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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:**

- The childminder has made some progress in addressing the actions raised during the last inspection. However, she has not made enough progress to provide good quality learning opportunities for children. Self-evaluation does not effectively help her to identify all weaknesses in her setting to promote continuous improvement.
- The childminder does not regularly assess children's progress to provide an accurate picture of how well they are doing in relation to their starting points and their expected levels of development. As a result, the childminder does not always plan activities which provide sufficient challenge for all children so that they make the best possible progress.
- The childminder does not understand the procedures to follow regarding the protection of children's data.

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

- The childminder has a generally sound understanding of how children learn. She provides a suitable range of toys and resources, which helps to engage children in purposeful play. Children make steady progress in their learning and development.
- Children settle quickly into the childminder's home. They form positive relationships with the childminder and enjoy her attention.
- The childminder keeps parents informed about their child's day. This supports children's welfare and continuity of care. She encourages parents to continue to share what they know about their child.
- Children have daily opportunities for exercise and fresh air in the childminder's garden and through outings to the local parks. This helps to promote children's good health and supports their physical well-being.

## What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> <li>ensure that ongoing assessment is effectively used to assess how well children achieve in relation to their starting points and their expected levels of development, and use this information to accurately identify the next steps in children's learning and plan activities more tailored to their individual needs</li> </ul>	17/10/2016
<ul style="list-style-type: none"> <li>acquire an understanding of the legal responsibilities under the Data Protection Act 1989 (DPA) to ensure that information relating to children cared for is handled in a way that ensures confidentiality and privacy.</li> </ul>	19/09/2016

**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 at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, such as records of children's learning and development and a selection of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the childminder.

**Inspector**  
Karen Harris

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The childminder does not sufficiently evaluate the quality of her provision and children's progress to set high expectations and drive improvement. She does not consistently review and update policies so that they are in line with current legislation and guidelines. The childminder is not fully aware of the required procedures to follow regarding the protection of children's data. The childminder keeps up to date with mandatory training, such as first aid and child protection. 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. She understands what to do should she have a concern about the welfare of a child in her care.

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

Children are suitably occupied as they choose what they want to do and when. The childminder observes children while they play and has a suitable understanding of where they are in their development. The required progress check for children between the ages of two and three years is completed and shared with parents. However, the childminder does not consistently assess how well all children achieve in relation to their starting points and their expected levels of development. This means that the childminder does not always plan and provide suitably challenging activities to meet children's individual needs, so that all children make the best possible progress in their learning. The childminder gets down to children's level and engages well in their play. She helps to promote children's speech and language skills. She talks to children as they play and responds well to babies' babbles and vocalisations. The childminder provides new vocabulary at appropriate times.

### Personal development, behaviour and welfare are good

The childminder provides a welcoming environment. Children demonstrate that they feel happy and secure. The childminder encourages parents to share what they know about their child when they first start to help to provide consistency in their care. The childminder completes visual checks of her property before children arrive to help to maintain a safe environment. Children gain an understanding of risk through everyday routines and outings. They practise the emergency evacuation drill and learn about road safety rules when out with the childminder. The childminder provides regular opportunities for children to socialise and cooperate with others at local community groups. Children also become familiar with other settings when they walk with the childminder to collect older children from school. This means their confidence is developing in new situations.

### Outcomes for children require improvement

Children do not make good enough progress. This is because planning and assessment requires improvement to ensure that activities engage children at the highest level. Nonetheless, children do acquire some basic skills ready for the next stages in their learning, such as nursery or school. For example, the experienced childminder encourages even the youngest of children to count objects as they play. Children learn to share and take turns and have suitable opportunities to develop their early writing skills. Babies have adequate space to toddle around and practise their early walking skills.

## Setting details

<b>Unique reference number</b>	250878
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1043205
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	15 July 2013
<b>Telephone number</b>	

The childminder was registered in 1986 and lives in Ipswich, Suffolk. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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