

Childminder Report

Inspection date

9 January 2017

Previous inspection date

10 December 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
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 not kept up to date with local safeguarding procedures and current legislation. She is not confident about the action she would take if she had a concern. This does not ensure that the welfare of children is protected at all times.
- The childminder does not ensure that she keeps a record of accidents that happen in the childminding setting.
- Children are not fully motivated to play and learn. The quality of teaching is variable.
- The childminder's checking of children's learning and development is not yet rigorous enough. It does not ensure that possible gaps in individual areas of learning are identified swiftly and children are making the best possible progress that they can.
- Children's ability to listen and concentrate is not fully supported. The childminder does not recognise when background noise, such as the television, distracts the children.

It has the following strengths

- The childminder has taken steps to address the actions set at the last inspection. She now provides parents with a written summary of the progress check for children aged between two and three years. She seeks the views of parents as part of her monitoring of the provision.
- Children behave well. The childminder understands how to support children to consider the needs of others. She gently reminds children of the need to share and take turns.
- Children build close emotional attachments to the childminder. They enjoy the attention she gives them and readily go to her for hugs and cuddles.

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
■ gain a secure knowledge and understanding of Local Safeguarding Children Board procedures and how to respond appropriately if there is a safeguarding concern about a child	31/01/2017
■ keep a written record of accidents or injuries to children and any first-aid treatment given	31/01/2017
■ improve the quality of teaching to ensure that children are motivated to learn and make good progress	28/02/2017
■ improve the process for monitoring children's achievements ensuring that they are making the best possible progress across all areas of learning.	28/02/2017

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

- support children's developing capacity to listen and concentrate.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at records of children's learning and a selection of policies and other records.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder. She also discussed the childminder's self-evaluation.
- The inspector took account of written questionnaires completed by parents.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The childminder is not fully aware of the process to follow if she has a concern about a child. She is not aware of current legislation, with regard to concerns about children or families being at risk from extreme views or behaviours. She does not have any knowledge about what she should do if she is worried about a child's welfare. The childminder does not ensure that she keeps a copy of records of accidents that happen in the setting. The childminder has started to assess children's progress. However, she does not check their progress across all of the areas of learning to ensure that she has accurate information. The childminder shares records of children's learning with parents and they are encouraged to record their comments. These help to demonstrate a strong partnership with parents. Written records from parents indicate that they are happy with the service provided.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is not consistently good. In addition, background noise distracts children and hinders their developing concentration and listening skills. The childminder sometimes engages well with the children and is involved in their play. For example, she talks to younger children as she encourages them to play with the age-appropriate toys. Babies laugh as she presses a button and the toy lights up. The childminder encourages them to do it themselves, demonstrating what to do. Toys are stored to enable children to help themselves, promoting their confidence and independence in carrying out activities of their own choosing. However, many of the resources are for younger children and do not meet the learning needs of older children. The childminder observes children as they play and records what she sees. This provides a useful record of what children like to do in the childminding setting.

Personal development, behaviour and welfare are inadequate

Weaknesses in safeguarding mean that children's well-being is not supported effectively. Despite this, the childminder establishes warm, caring relationships with the children in her care. She finds out about children's individual routines for sleeping and feeding and follows these. This promotes continuity of care. Individual bedding and towels are used, supporting children's health needs and helping to minimise the risk of cross-infection. Children are supported to consider the needs of others. For example, they are encouraged to share and take turns. Good behaviour and individual efforts are valued and praised. Children enjoy receiving reward stickers for their achievements. The childminder supports children's developing physical and self-care skills. They manage their personal hygiene relevant to their age and ability.

Outcomes for children require improvement

The weakness in assessing and monitoring children's progress across all areas of learning, means that the childminder is not confident about whether children are working in the expected development level for their age. However, children do develop the basic skills needed to be ready for school. They gain the confidence to choose what they want to play

with and independence in carrying out activities. They enjoy making marks on paper and sometimes give meaning to the marks they make.

Setting details

Unique reference number	EY464823
Local authority	Suffolk
Inspection number	1081062
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	12
Number of children on roll	17
Name of registered person	
Date of previous inspection	10 December 2013
Telephone number	

The childminder was registered in 2013. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder and an assistant.

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