

Childminder Report

Inspection date

23 December 2016

Previous inspection date

11 July 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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:

- Children are not offered sufficient challenge in all activities to help them to make consistently good progress.
- The childminder does not always successfully extend children's speech and language. Neither does she encourage children to tackle small tasks independently.
- The childminder's self-evaluation is not fully effective and does not reliably identify weaknesses in practice, to help drive continuous improvement in the outcomes for children.

It has the following strengths

- Since the last inspection, the childminder has completed relevant training and developed a more secure understanding of how to complete the required progress check for children aged between two and three years.
- The childminder works in close partnership with parents. She communicates with them on a daily basis and shares information about their children's day. Parents are actively encouraged to continue to share what they know about their child.
- Children of different ages play happily together and their behaviour is good. They share toys, take turns in games and respond well to the praise the childminder provides.

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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| ■ provide children with consistently good levels of challenge in all activities and routines to help them make as much progress as they can. | 31/03/2017 |
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To further improve the quality of the early years provision the provider should:

- encourage children to develop their independence
- build children's confidence in using speech to express their thoughts and ideas
- establish an effective programme of self-evaluation, in order to accurately identify weaknesses in practice and plan for continuous improvement.

Inspection activities

- The inspector observed activities and interactions between the childminder and the children.
- The inspector held discussions with the childminder and the children at appropriate times throughout the inspection.
- The inspector took account of parents' views expressed in written testimonials.
- The inspector observed an activity and jointly evaluated this with the childminder.
- The inspector sampled a range of documentation, including planning documentation, records of children's learning and development and a selection of policies and procedures.
- The inspector checked evidence of the suitability of all household members and the qualifications of the childminder.

Inspector

Sarah Clements

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has started to plan purposefully for her own professional development and reflects on the quality of most areas of her practice. However, not all aspects of the provision are thoroughly evaluated and inconsistencies in the quality of teaching are not always identified. Safeguarding is effective. The childminder has a secure understanding of safeguarding issues and knows which agencies to contact if she has a concern about a child's welfare. The childminder now shares more information with practitioners that care for the children in the other settings. She is beginning to use this information to inform her own planning and children now experience greater continuity in their care and learning. Suitable risk assessments are completed to minimise any hazards to children. This helps to ensure children play in safe and secure surroundings.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Although the childminder has improved her use of observations and assessment to identify children's next steps in learning, children do not always experience good levels of challenge during activities. The childminder does not use her teaching skills well enough to encourage children to respond to what they hear and extend their speaking skills. Despite this, children sustain their concentration reasonably well. Their curiosity is captured by suitable resources which reflect their interests. Children's keenness to explore numbers is supported. They control a magnetic fishing rod and accurately identify the numbers marked on the fish they catch. Children make connections between their own experiences and the things they see around them. For example, they recall seeing a dragonfly at the park after noticing one on a jigsaw puzzle.

Personal development, behaviour and welfare require improvement

Children independently carry out some routines, such as washing their hands. However, the childminder does not always encourage them to manage other small tasks for themselves. Children feel relaxed in the childminder's care and form a positive attachment to her and each other. From the beginning, the childminder fosters a good exchange of information with parents. Children settle well during their initial sessions and feel reassured by familiar routines that are consistent with those they experience at home. Good behaviour is promoted and the childminder gives children clear boundaries. They develop appropriate skills to manage any minor disagreements with only minimal support from the childminder. The childminder provides children with daily opportunities to exercise and spend time outdoors in the fresh air. These activities contribute positively to their good health and well-being.

Outcomes for children require improvement

Overall, children are not yet making good progress given their starting points and capabilities. They develop some of the basic skills they need in readiness for school and show a secure awareness of how to keep themselves safe and healthy.

Setting details

Unique reference number	250685
Local authority	Suffolk
Inspection number	1057081
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 10
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	11 July 2016
Telephone number	

The childminder was registered in 1994 and lives in Ipswich, Suffolk. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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