

# Childminder Report

**Inspection date**

18 April 2017

Previous inspection date

10 August 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	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 is not up to date with current guidance from the Local Safeguarding Children Board. She is not fully aware of the action to take in the event of an allegation of abuse being made against herself, her assistant or others in the household.
- The childminder has not fully developed partnership working with other early years settings that children also attend, in order to consistently support children in making good progress in all areas of their learning.
- The quality of teaching is variable. The childminder does not always consider the individual learning needs of all children in her care when planning activities. Consequently, children are not fully supported to make good progress in their learning.
- The childminder does not gather precise information from parents about children's learning at home, prior to starting at the setting. This means that she cannot immediately identify what children need to learn next.
- The childminder does not always evaluate her provision well enough to identify weaknesses and prioritise areas for improvement.

### It has the following strengths

- Children behave well. They form positive relationships with the childminder, her assistant and each other. Children demonstrate that they feel safe, happy and secure.
- Children have regular opportunities for exercise and fresh air in the childminder's garden. This helps to support their health and develop their physical skills.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ gain a secure knowledge of how to safeguard children in line with Local Safeguarding Children Board guidelines, with particular regard to the procedures to be followed in the event of an allegation made against the childminder or household members	22/05/2017
■ establish partnerships with other settings that children also attend to enable a two-way sharing of information	05/06/2017
■ improve the overall consistency of teaching to ensure that all children are provided with purposeful and challenging experiences.	05/06/2017

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

- seek more precise information 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 early planning for their learning
- develop the self-evaluation process so that weaknesses are identified and acted upon in order to develop the quality of teaching.

## Inspection activities

- Ofsted carried out this inspection as a result of the risk assessment process following information it received about this provider.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder, her assistant and persons living in the household.
- The inspector spoke with the childminder, assistant and children during the inspection and completed a joint evaluation of an activity with the childminder.
- The inspector took account of the views of parents through written feedback provided.

## Inspector

Karen Harris

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The childminder has not implemented effective methods to ensure that her knowledge, nor that of her assistant, is up to date. They are not fully aware of the Local Safeguarding Children Board guidelines. This adversely affects their ability to protect children from harm. The childminder is not fully aware of the procedures to follow if an allegation is made about herself, her assistant or other household members. The childminder ensures that mobile phones and cameras are not used around children. She speaks to parents on a daily basis to seek their views. However, she does not accurately reflect on the provision to identify weaknesses in practice and act upon these accordingly.

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

With support from the local authority, the childminder has developed how she observes and assesses children's progress. The childminder gathers some information from parents when children first start at the setting. However, she does not obtain precise information about children's learning and development. This means that the childminder cannot immediately identify what children need to learn next. The childminder now makes regular assessments of children's progress and shares this with parents. However, the childminder does not always use the information from her assessments to plan challenging and enjoyable experiences which meet all children's needs. This means that children are not fully supported to make the best possible progress in their learning and development. Furthermore, the childminder has not fully established links with other early years settings that children also attend to provide consistency in children's learning.

### Personal development, behaviour and welfare are inadequate

Children's safety and welfare are compromised as a result of the childminder's poor knowledge of safeguarding procedures. The childminder and her assistant complete daily checks of the premises. This helps to ensure that children are kept safe. The childminder has developed the outdoor environment so that children have free access to a range of toys and resources. Children particularly enjoy being outside. They are suitably occupied as they choose what they want to do. The childminder and her assistant adequately supervise the children as they climb and move around the large equipment. They talk to the children as they play and listen to their responses. The childminder praises children as she recognises their achievements. This helps to promote their self-esteem and confidence.

### Outcomes for children require improvement

The progress that children make is not good enough. This is because the quality of teaching requires improvement to ensure that activities engage children at a good level. Nevertheless, children do acquire some basic skills to help prepare them for the next stage in their learning, such as nursery or school. They attend to their own personal care needs, relevant to their age and ability. Children learn to share and take turns. They begin to identify colours and familiar letters and have regular opportunities to practise their early writing skills.

## Setting details

<b>Unique reference number</b>	EY101535
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1096251
<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>	2 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	10 August 2016
<b>Telephone number</b>	

The childminder was registered in 2002 and lives in Carlton Colville, Suffolk. She works with an assistant. The childminder operates all year round from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. She can also provide overnight care. The childminder provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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Piccadilly Gate  
Store St  
Manchester  
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