

Childminder Report

Inspection date

23 May 2017

Previous inspection date

26 February 2014

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:

- The childminder is not confident about what she should do if she receives an allegation against herself, a household member or an assistant.
- The assessment of children's progress is not rigorous enough. The childminder does not ensure that children are making the best possible progress they can.
- The childminder does not ensure that she completes the progress check for all children between the age of two and three years, as required.
- The childminder and her assistants do not provide consistently good quality teaching to extend the children's learning experiences effectively so that they make good progress.

It has the following strengths

- Partnerships with parents are effective. Parents hold the childminder in exceptionally high regard. They particularly appreciate the high level of support she provides to the whole family and not just the children.
- The childminder promotes children's speech and language skills well. She talks to them and encourages their developing vocabulary and understanding. Children are confident communicators.
- Children are secure in their relationships with the childminder and her assistants. They readily go to them for a chat and to share their play and learning.
- The childminder sets clear, age-appropriate boundaries for the children. She gently reminds them to consider the needs and feeling of others, share and take turns.

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"> ■ improve knowledge and understanding of the procedures to follow if an allegation is made against an adult 	23/06/2017
<ul style="list-style-type: none"> ■ complete the required progress check for all children between the age of two and three years 	23/08/2017
<ul style="list-style-type: none"> ■ improve how children's progress is monitored, in order to ensure that they are making the best progress that they can across all areas of learning 	23/06/2017
<ul style="list-style-type: none"> ■ improve teaching skills to ensure that children receive consistently good quality learning and development experiences. 	23/08/2017

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector spoke with the childminder and one of her assistants at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability of all household members and the childminder's qualifications.
- The inspector looked at policies and procedures and discussed the childminder's self-evaluation.
- The inspector spoke to parents and took account of written testimonials.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder is not confident about what she would do if she received an allegation against herself or an assistant, but she would report to Ofsted to ensure that the regulator is informed. She updates her child protection knowledge to ensure that she knows how to report concerns about children. Safeguarding is effective. The childminder is aware of her strengths and reflects on areas for development. For example, she has improved how she shares information with other settings that children attend to help provide a consistent approach to their learning. The childminder talks to her assistants about their practice. They reflect on what has taken place each week, however, they do not use this information to help build on teaching skills in order to extend children's learning.

Quality of teaching, learning and assessment requires improvement

The childminder and her assistants' interactions with children are not consistently strong. They often miss opportunities to challenge and extend children's learning. The childminder does know the children well and is aware of their likes and interests. However, she does not assess children's individual stages of learning to plan for their future progress. In addition, she has not carried out the required progress check for all children aged two. Nonetheless, the childminder provides a varied range of toys and resources that is appropriate for the age of the children attending. She organises the play space well, which enables children to choose what they want to do. The childminder encourages children's independence and they confidently explore.

Personal development, behaviour and welfare require improvement

Although the childminder has weakness in her knowledge regarding children's welfare, she does not compromise their safety. She provides a welcoming play environment where children are confident to express themselves. The childminder supports children effectively as they move from home to her provision. They are happy and settled. The childminder tailors her settling-in procedures to the individual needs of each child and their family, helping children to develop secure emotional attachments. Children have daily opportunities for exercise and fresh air, helping to promote their good health and physical development. The childminder helps children learn about people and communities beyond their immediate experience in different ways. For example, children enjoy outings where they meet people in the local community.

Outcomes for children require improvement

Despite the weaknesses in the quality of teaching, children do develop some skills ready for school. They develop the confidence to embrace new experiences and manage their self-care skills independently. For example, when children get wet during water play they dry themselves and change their clothes.

Setting details

Unique reference number	251239
Local authority	Suffolk
Inspection number	1087009
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	18
Number of children on roll	8
Name of registered person	
Date of previous inspection	26 February 2014
Telephone number	

The childminder registered in 1990 and lives in Hadleigh, Ipswich. Her partner works as her full-time assistant and she uses another assistant occasionally. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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