

# Childminder Report

**Inspection date**

5 July 2017

Previous inspection date

9 May 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 does not assess children's development effectively to plan for the next steps in their learning. This means children do not make good progress from their starting points.
- The childminder does not make the best possible use of opportunities for continuous professional development to improve her knowledge and teaching skills.
- The childminder does not make the most of her partnerships with some of the other settings that children attend to provide continuity of their learning.

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

- The outdoor environment is interesting and stimulating for children. They demonstrate interest and involvement in a range of activities, such as picking raspberries and watching the birds. Consequently, children's understanding of the world is well supported.
- Children develop warm relationships with the childminder and are happy and secure in her care. They receive regular praise for their efforts, boosting their self-esteem and supporting their emotional well-being.
- The childminder establishes trusting partnerships with parents. She works closely with parents to support children's individual care needs.

## What the setting needs to do to improve further

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

### Due Date

- improve the use of observations and assessments to identify gaps in children's progress and use the information to plan for the next steps in their learning. 02/08/2017

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

- target professional development opportunities on improving knowledge and teaching skills
- build on the partnership working with other settings that children attend to support continuity and consistency in their learning and promote a higher level of progress.

## Inspection activities

- The inspector observed the quality of teaching during activities in the childminder's home and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder. She looked at documentation and evidence of the suitability of persons living in the household.
- The inspector discussed an activity with the childminder.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through reading the written feedback provided.

## Inspector

Jemma Hudson

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The childminder evaluates her provision to enable her to recognise some of the ways to improve. However, she does not make good use of training opportunities to raise the quality of teaching and outcomes for children to a good level. The childminder does not make the most of the partnerships with other providers to enable a shared approach to children's learning. Safeguarding is effective. The childminder has a clear understanding of the signs and symptoms of possible abuse and how to report any concerns regarding a child's welfare. The childminder completes risk assessments and daily checks of the premises, helping to keep children safe. She holds a current paediatric first-aid certificate, so she can attend to children in the event of accidents or injuries. Feedback from parents is positive. They comment on how happy their children are and how well they have settled.

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

The childminder understands how children learn through play and she routinely observes their development. However, she does not consistently use this information to plan activities that meet their individual learning needs. Weaknesses in assessments mean activities do not always provide appropriate levels of challenge. This means that children do not make good progress. Nonetheless, some aspects of teaching are good. The childminder knows the children well and is aware of their likes and interests. She provides a varied range of toys and resources that is appropriate for the age of the children attending. The childminder organises the play space well, enabling children to choose what they want to do. She encourages children's independence and they confidently explore.

### Personal development, behaviour and welfare are good

Children demonstrate that they feel secure and their emotional well-being is strong. They laugh and giggle as the childminder playfully interacts with them. Children are motivated and confident as they independently choose activities that interest them in the stimulating outdoor area. The childminder maintains a safe environment for children. For example, she provides shelters and plenty of water so that children can enjoy playing outdoors safely in the hot weather. Children have many opportunities to be physically active and learn about healthy lifestyles. For example, they learn about good hygiene routines and keep active in the garden and on local trips. Their physical well-being is effectively promoted.

### Outcomes for children require improvement

Despite the weaknesses in observations, assessments and planning, children develop some key skills to support the next stage in their learning and their eventual move to school. They show good levels of confidence and independence. Children learn to manage their personal needs, make choices about their play and communicate their needs effectively.

## Setting details

<b>Unique reference number</b>	250842
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1083023
<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>	0 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	9 May 2013
<b>Telephone number</b>	

The childminder registered in 1995. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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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