

Childminder Report

Inspection date

20 July 2017

Previous inspection date

2 February 2015

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 quality of teaching is variable. The childminder places a higher focus on planning opportunities to support the learning and development of older children. Younger children do not experience as challenging and interesting experiences as others.
- The childminder is not always perceptive to the different ways in which children like to learn. Younger children are inquisitive and enjoy exploring with their senses, however, the childminder does not adapt her practice to enable them to follow their ideas.
- Sometimes, children's independence is not fully supported. When children select activities, the childminder leads them and does not support them to make choices.

It has the following strengths

- The childminder is well organised and offers a safe and homely environment. She maintains accurate records to ensure children's welfare is promoted at all times. She shares information with parents to keep them updated about children's progress.
- Children's language skills are supported well. The childminder models language for children to hear and repeat and comments on what children do. Older children build up a wide range of vocabulary and communicate effectively. Younger children copy sounds they hear as they develop their early communication skills.
- Children develop a close bond with the childminder. Younger children snuggle in when they are tired and need comfort and the childminder responds well to them. Older children enjoy playing alongside the childminder and respond well to her questions.

What the setting needs to do to improve further

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

	Due Date
■ ensure that learning opportunities are carefully planned to support the developmental needs of younger children and are interesting and challenging for them	20/10/2017
■ reflect on the different ways children enjoy learning and adapt activities and teaching so that all children remain interested, engaged and eager to learn.	20/10/2017

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

- encourage children's independence and help them make choices about what they want to do.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of all persons living and working on the premises.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder knows how to identify situations where a child may be at risk of harm. She knows the procedures she must follow to report any concerns she has about children's welfare. The childminder keeps up to date with new developments in childcare practice. She completes her own research as well as seeking support from other childminders. They share information and ideas with each other to help to develop practice further. The childminder seeks the views of parents and takes on board their suggestions and ideas when reflecting on the quality of provision.

Quality of teaching, learning and assessment requires improvement

Not all children take part in high-quality learning opportunities. Older children are supported well as the childminder helps them to develop their range of vocabulary, count and identify colour. However, she does not plan for how younger children will experience the same level of challenge in their play. She does not adapt activities to meet the needs of the younger children when they join in with planned activities. Younger children's interest in sensory play is not fully supported as appropriate opportunities are not available for them to explore with their senses. Their inquisitiveness sometimes results in the childminder intervening and removing them from activities, so as not to distract older children from learning. Children enjoy sharing books with the childminder. Older children excitedly join in the story and say what happens next. Younger children sit on the childminder's lap and quietly listen, looking at the pictures.

Personal development, behaviour and welfare require improvement

Younger children do not have a wide range of interesting and stimulating resources from which they can select. Their choice is often limited to what the childminder makes available for all children rather than resources targeted to their needs. Older children have a wider range of choices, although, sometimes the childminder guides children when selecting resources rather than enabling them to independently choose. The childminder builds children's confidence through regular praise. Children welcome the praise and show pride in their achievements. Children are kind to their friends and show care and concern for them. The childminder plans sociable mealtimes when they all sit together to discuss their day. Children eat healthily and have daily opportunities to be in the fresh air, such as when picking others up from school. Younger children are supported to practise their early walking skills and quickly become confident in moving around.

Outcomes for children require improvement

Not all children make good enough progress or are supported to be successful learners. Younger children are not empowered to be creative and independent so that they can be well prepared for the next stage in their learning. However, older children progress well. They communicate effectively, listen and respond to instructions. They are eager to demonstrate what they know and show that they are eager to learn.

Setting details

Unique reference number	EY255781
Local authority	Suffolk
Inspection number	1091657
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	2 February 2015
Telephone number	

The childminder was registered in 2003 and lives in Brandon, Suffolk. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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