

Childminder Report

Inspection date

31 August 2017

Previous inspection date

5 October 2016

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

- Although the childminder has made some improvements since the last inspection, she has not made enough progress to provide good-quality learning opportunities for all children. The childminder does not always consider children's individual learning needs when planning activities.
- The childminder does not gather precise information from all parents about children's learning at home prior to starting at her setting. This means that the childminder does not accurately assess children's starting points to support the early planning for their learning.

It has the following strengths

- The childminder understands the importance of promoting the safety of the children in her care. She completes visual checks before the children arrive each day to maintain a safe environment for them to play in.
- Children follow good hygiene routines and enjoy healthy snacks and meals. They have daily opportunities for fresh air and exercise. These help to promote their physical development and well-being.
- At times, the childminder demonstrates effective teaching skills as she plays alongside children. She models language and asks children questions to support their learning.
- The childminder keeps parents well informed about their child's day. This supports children's welfare and continuity of care. Parents are happy with the service provided and comment that they would recommend the childminder to others.

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 activity planning and focus more effectively on the ages and abilities of the individual children in the group so that all of them are provided with purposeful and challenging experiences	12/10/2017
■ ensure information is gathered from parents about what a child knows and can do when they first start at the setting to accurately establish children's abilities on entry and support the early planning for their learning.	12/10/2017

Inspection activities

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

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not involve parents in their children's learning from the outset. She does not gather enough information about all children's capabilities when they first start at her setting. This means that the childminder cannot precisely monitor children's progress from their starting points. However, once the childminder gets to know the children, she works with parents to put consistent approaches in place if there are any identified areas in the children's development that need support. Safeguarding is effective. The childminder has a good understanding of safeguarding procedures. She has attended relevant training to ensure she can protect children. The childminder knows the appropriate action to take if she were to have a concern about the welfare of a child in her care.

Quality of teaching, learning and assessment requires improvement

The childminder has a, generally, sound understanding of how children learn. She organises her environment so that children have free access to a wide range of toys and resources. The childminder works closely with the co-childminder. Children enjoy their time with the childminder and the co-childminder. They occupy themselves adequately as they select what they want to do next. However, teaching practice is variable. This means that children make steady rather than good progress in their development. The childminder observes children and takes some photographs to evidence their learning. However, she does not precisely plan group activities. She does not always take into account the ages and stages of development of all children. This means that some children lose interest and do not stay engaged in learning.

Personal development, behaviour and welfare are good

The childminder supports children to settle into her setting and they grow in confidence. Children form positive relationships with the childminder and the co-childminder and enjoy the attention they give. The childminder provides regular opportunities for children to socialise with others at local community groups. She attends to children's care needs and provides support when necessary. Consistent boundaries are in place for children's behaviour. These support children to know what the childminder expects of them. The childminder provides praise as she recognises children's efforts and achievements. This enables children to develop their sense of self-esteem.

Outcomes for children require improvement

Children do not make good enough progress. This is because planning requires improvement to ensure that activities engage children at the highest possible level. Nonetheless, children do acquire some basic skills ready for the next stage in their learning, such as nursery or starting school. Children become more independent. They manage their own personal needs according to their age and stage of development. Children recognise colours and begin to be familiar with the letters in their name. They have suitable opportunities to develop their early writing skills.

Setting details

Unique reference number	256523
Local authority	Norfolk
Inspection number	1107510
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	5 October 2016
Telephone number	

The childminder registered in 2000 and lives in Norwich. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder regularly works with another childminder. She holds an appropriate childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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