

# Childminder Report

**Inspection date**

16 August 2017

Previous inspection date

17 July 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## 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 of abuse against herself or a household member.
- The childminder does not check the children's progress frequently enough to ensure that children are making the best possible progress.
- The childminder sometimes overlooks opportunities to further promote children's developing thinking skills. She tends to ask questions but then move on before children have had time to express their own responses.

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

- The childminder reflects on the service that she provides. She seeks the views of parents through her daily discussions with them. Written testimonials from parents demonstrate the high regard they have for her.
- The childminder knows the children in her care well. She talks confidently about their interests and what they like to do.
- The childminder supports children effectively as they move from home to her provision. Children develop close emotional attachments to the childminder, readily inviting her to share in their play.
- The childminder is a good role model. She is calm and treats children with positive regard. She effectively builds children's self-esteem, giving meaningful praise for good behaviour and individual efforts.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ develop knowledge and understanding of the process to follow if an allegation of abuse is made against herself or a household member	31/08/2017
■ establish a written statement of procedures to be followed in relation to a complaint which relates to the requirements of the Childcare Register.	31/08/2017

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

- check children's progress more frequently to ensure that they are making the best possible progress across all areas of learning
- make the most of opportunities to support children's developing thinking skills.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning. She observed a planned activity and jointly evaluated this with the childminder.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector discussed children's learning with the childminder and looked at a selection of policies and other records.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder. She also discussed the childminder's self-evaluation.
- The inspector took account of written testimonials from parents.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The childminder is not confident about the process to follow if an allegation of abuse is made against herself or a household member. However, she would report allegations to Ofsted to ensure that the regulator is informed. The childminder has a good understanding about how to protect children. She is aware of the indicators of abuse and knows how to report concerns. The childminder takes responsibility for keeping up to date with mandatory qualifications, such as paediatric first aid. She finds out about current legislation. For example, she has completed training in how to recognise and manage concerns that children or families are being drawn into extreme views or behaviours. Safeguarding is effective. The childminder builds close working relationships with parents. Parents state that they are very happy with the service provided and appreciate that the childminder is flexible to their changing childcare needs.

### Quality of teaching, learning and assessment is good

The childminder does not frequently check children's progress. Nevertheless she does observe them as they play and knows where they are in their learning. She uses her observations to plan for their next steps. Children are supported well to develop a positive attitude to learning. The childminder is led by what the children want to do and readily changes activities in response to their changing interests. She takes opportunities to extend children's learning. For example, when carrying out an art activity children ask the childminder to draw a cow. The childminder takes the opportunity to support children's understanding of the use of books and suggests that they look in the books for illustrations about what a cow looks like. The childminder tends to ask questions and quickly moves on. Nevertheless she does engage the children in conversation. She introduces new vocabulary and encourages them to take turns in conversation. Children become confident communicators.

### Personal development, behaviour and welfare require improvement

There are gaps in the childminder's safeguarding knowledge which could potentially compromise children's welfare in the event of an allegation. Despite this, children develop a good sense of belonging. The childminder provides a welcoming play and learning environment where children are secure, happy and confident to express themselves. The childminder's strategies for managing unwanted behaviour are appropriate to the age and level of understanding of the children. Children learn about how our facial expressions show our mood and readily show the childminder happy and sad faces. They have daily opportunities for exercise and fresh air, helping to promote their good health and physical well-being.

### Outcomes for children are good

Children develop the key skills needed to be ready for school. They are confident and motivated learners who readily lead their own play. Children enjoy looking at books and understand that print carries meaning. They play imaginatively based on their own experiences. Children manage their own personal hygiene relevant to their age.

## Setting details

<b>Unique reference number</b>	250538
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1103295
<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>	1 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	17 July 2014
<b>Telephone number</b>	

The childminder registered in 1993 and lives in Newmarket. She operates all year round from 7am to 6pm, Monday to Wednesday, 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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