

Childminder Report

Inspection date

23 November 2017

Previous inspection date

13 July 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 does not always provide good-quality teaching. She does not plan activities well enough to support children sufficiently in developing their own ideas and completing activities to their own satisfaction.
- The childminder does not support children's developing vocabulary to the highest level. For example, she often uses 'baby language' when talking to children.
- The childminder does not support children's developing awareness of the importance of good hygiene routines consistently.

It has the following strengths

- The childminder has taken effective steps to address the actions set at the last inspection. For example, she has developed her knowledge of how to recognise and act on concerns that children and families are being drawn into extreme behaviours and views.
- The childminder demonstrates good partnerships with parents. They are kept well informed about their children's day and learning.
- The childminder knows the children in her care. She talks confidently about their likes, dislikes and interests. She understands where children are in their development and uses this information to plan for their continuing progress.
- The childminder establishes caring relationships with the children in her care, actively supporting them to feel safe and settled. Children enjoy sharing their play with her.

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 how children's activities are planned and guided to encourage them to develop their own ideas and complete activities to their satisfaction. 28/02/2018

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

- pronounce words correctly as part of helping children to develop their vocabulary
- reinforce children's growing awareness of the importance of good hygiene practices more consistently.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed a planned activity and jointly evaluated this with the childminder.
- The inspector discussed children's learning 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 views from a parent.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has been receptive to the support she has received from a development worker from the local authority to help her improve her practice. Although teaching and learning are not of a consistently good quality, the childminder has attended training that was recommended to her. This has helped her to improve some of her teaching skills. The childminder has reviewed and updated the self-evaluation that she completed a few years ago. This is helping to support her commitment to work towards continuous improvement. Safeguarding is effective. The childminder is aware of the indicators of abuse. She knows how to report concerns to ensure that children's emotional and physical well-being are protected at all times.

Quality of teaching, learning and assessment requires improvement

The childminder joins in the children's play. However, the quality of teaching is not always good enough. When children are engaged in activities she often does not give them time to complete them to their satisfaction before moving them on to another activity or introducing additional resources. For example, when children are completing inset jigsaw puzzles featuring animals the childminder has an idea to introduce small-world animals. She distracts children from what they are doing to show them the animals. She moves them on again to look at books about animals. The childminder responds proactively to the gestures and babbles of younger children. Although her use of 'baby words' does not fully support children's developing vocabulary, the childminder does repeat words back to children and provides a running commentary as they play.

Personal development, behaviour and welfare require improvement

The childminder does not fully support children's developing awareness of good health. For example, routines for washing hands before eating are not consistently applied to help children understand the importance of good hygiene. Children develop a good sense of belonging. The childminder finds out about their individual routines for sleeping and feeding through her discussions with parents. She continues these, promoting continuity of care. The childminder supports children effectively as they move from home to her provision. Settling-in visits are encouraged, helping children to become familiar with the provision and build bonds with the childminder. The childminder treats children with positive regard. She builds their self-esteem effectively, giving meaningful praise for good behaviour and individual efforts.

Outcomes for children require improvement

Despite the weaknesses in teaching and learning, the childminder does help children to develop the basic skills that support their future learning. This helps them to be ready for moving on to nursery or school. Children have daily opportunities for exercise and fresh air, helping to promote an active lifestyle. The childminder plans outings into the local community, such as trips to local toddler groups and singing groups. Children enjoy looking at picture books. They develop an interest in books and their early literacy skills.

Setting details

Unique reference number	250766
Local authority	Suffolk
Inspection number	1109601
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 2
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	13 July 2017
Telephone number	

The childminder registered in 2001 and lives in Woodbridge, Suffolk. She operates all year round from 8am to 6pm, Tuesday to Friday, except for family holidays.

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