

Childminder report

Inspection date	9 April 2019
Previous inspection date	8 August 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of 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 is a provision that requires improvement

- The childminder does not ensure that all children are fully included in activities and daily routines to help develop their social skills. For example, during mealtimes, some children sit in a high chair away from the others.
- The childminder does not use observations and assessments of children's learning effectively to clearly identify what children need to learn next. She does not consistently provide activities that sufficiently challenge the youngest children in her care, to keep them stimulated and motivated.
- The childminder does not gather precise information from parents about children's learning at home prior to starting at the setting. This means that starting points in learning are not identified quickly enough.

It has the following strengths

- The childminder and her co-childminder complete visual checks before the children arrive each day to maintain a safe environment for children to play in. The childminder communicates effectively with her co-childminder to meet children's care needs.
- Children form positive relationships with the childminder and enjoy her attention. The childminder reminds older children about the need to share and take turns. She provides children with praise, which helps to build their confidence and self-esteem.
- The childminder takes equal responsibility for all aspects of practice with her co-childminder. They complete regular training to further develop their knowledge and skills.
- The childminder and her co-childminder keep parents informed about their children's day. They have well-established links with staff at the local school that children attend and are committed to working with them to ensure continuity of care for the children.

What the setting needs to do to improve further

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

	Due date
ensure that babies and toddlers are fully included in all activities and routines of the day	23/04/2019
improve the quality of provision to ensure that all children experience engaging and challenging activities which are carefully planned and accurately targeted to promote children's next steps in learning and support them to make good progress	07/05/2019
ensure that detailed information is gathered from parents about what a child knows and can do when they first start at the setting.	07/05/2019

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning. She evaluated the success of activities with the childminder.
- The inspector spoke with the childminder and her co-childminder during the inspection. She looked at relevant documentation and children's records and discussed the childminder's policies and procedures.
- The inspector spoke to children during the inspection.
- The inspector checked evidence of the suitability of the childminder and those living on the premises.
- The inspector took account of the views of parents through written feedback provided.

Inspector
Karen Harris

Inspection findings

Effectiveness of 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 the setting to establish their abilities accurately. The arrangements for safeguarding are effective. The childminder has a sound knowledge of child protection procedures, in line with the guidance of the Local Safeguarding Children Board. She knows what to do should she have any concerns about children's welfare.

Quality of teaching, learning and assessment requires improvement

The quality of teaching within the different age groups is variable. At times, the childminder and her co-childminder do not engage babies and toddlers in challenging or purposeful experiences. As a result, all children are not fully supported to make the best possible progress in their learning. The childminder and her co-childminder observe children and routinely assess their progress. However, they do not always use the information from assessments to plan specific activities to meet all children's individual needs. The childminder supports children's speech and language development sufficiently. She sings songs and talks to babies at their level.

Personal development, behaviour and welfare require improvement

For some children, the childminder's teaching does not always provide a challenging environment to help them make the best possible progress. The childminder and her co-childminder generally offer a suitable range of toys and resources, and children occupy themselves adequately. Older children select what they want to do next. For example, they ask to play with board games and complete puzzles at the kitchen table. The childminder and her co-childminder supervise children appropriately. However, there are times when the learning environment does not stimulate younger children and keep them motivated and interested. Furthermore, the childminder does not sufficiently include all children during activities and daily routines, such as mealtimes, to help them to develop their social skills.

Outcomes for children require improvement

Weaknesses in teaching mean that the childminder does not fully support all children to make the best progress. Despite this, children develop some key skills to support their future learning. They have some opportunities to develop their independence as they select what they want to do next. Children lead their own play and are generally cooperative with their peers. They manage their self-care skills relevant to their age and level of ability. Babies express themselves confidently through gestures, expressions and sounds.

Setting details

Unique reference number	EY398869
Local authority	Suffolk
Inspection number	10102902
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	10
Number of children on roll	25
Date of previous inspection	8 August 2016

The childminder registered in 2009 and lives in Lowestoft, Suffolk. She works with a co-childminder and, occasionally, with an assistant. The childminder operates all year round, from 6.30am to 6.30pm from Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

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