

# Childminder report

<b>Inspection date</b>	25 July 2019
Previous inspection date	22 July 2016

<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 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 use effective teaching skills to help children make good progress in their learning.
- The childminder does not use what she knows about children's abilities well enough to plan activities that build on what they already know and what they need to learn next.
- The childminder does not promote children's developing awareness of the importance of good hygiene routines effectively.
- The childminder does not consistently record sufficient detail about any accident or injury sustained by children in her care.

### It has the following strengths

- Young children are happy and settled in the childminder's care. They form secure emotional attachments to the childminder, cuddle together, share books and enjoy time in each other's company.
- Parents report that they actively chose the childminder for her ability to instil values, such as courtesy and respect for others. The childminder encourages children to explore how their actions may affect others and how this might make them feel.
- The childminder meets children's dietary needs. She prepares a nutritionally balanced, home-cooked meal daily. Children sit together to eat and share discussions about their day. Older children model good eating habits for their younger peers.
- The childminder follows children's routines for sleep. This is supportive of their individual needs and follows the structure that parents use home.

## 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 the quality of teaching to ensure children benefit from challenging activities that motivate them and help them to make good progress in their learning	31/10/2019
make better use of the information gained about what children can already do, to plan for the next steps in their learning.	31/10/2019

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

- build on children's growing understanding of good hygiene routines and how these contribute to their good health
- improve the recording of accidents so that there is sufficient detail about any injury sustained by children.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children.
- 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 the qualifications of the childminder. She also discussed the childminder's self-evaluation.
- The inspector took account of written testimonials from parents.

**Inspector**  
Amy Quinton

## Inspection findings

### Effectiveness of leadership and management requires improvement

Although the childminder has documentation in place to record accidents, she does not always record enough detail in order to share a full account with parents. Safeguarding is effective. The childminder has a good knowledge of the signs that a child may be at risk of abuse. She knows the procedures to follow should she have concerns about a child. The childminder has attended training in safeguarding. She holds a current paediatric first-aid qualification. The childminder identifies strengths in her practice, such as supporting parents with child-rearing and behaviour management advice. Parents value her many years of experience in working with children of all ages. The childminder maintains links with the local primary school and shares some information with teachers about children's care and learning. The childminder listens and responds to the views of children. She uses this to change equipment or purchase new resources to enhance the provision.

### Quality of teaching, learning and assessment requires improvement

The childminder carries out some observations of children's learning. However, she does not use this information well enough to plan rich and challenging activities that help children to make good progress. The childminder provides a suitable range of resources that are age-appropriate for the children she cares for. However, she does not use good teaching skills to help children extend their learning. For example, when children are playing with shape sorters, she does not encourage them to think about where the pieces fit. She tends to help them rather than let them work it out for themselves. Nevertheless, young children are developing their skills to communicate with others. They are able to say the childminder's name to call for her attention. Children have access to a supply of creative resources to practise their early writing skills. Children learn about the wider world. For example, they create their own zoo, using the resources provided, when they are unable to visit a 'real one'.

### Personal development, behaviour and welfare require improvement

Children are not given opportunities to manage their self-care needs. For example, the childminder does not support them to understand the importance of washing their hands before eating. The childminder demonstrates an understanding of the appropriate boundaries for managing children's behaviour. She recognises that techniques will vary, based on the child's age and understanding. The childminder ensures that her approach is consistent approach with parents and offers support if needed. The childminder encourages children to explore gender stereotypes and she provides examples to challenge their preconceptions of different roles, such as a woman working as a firefighter. The childminder has a planned escape route to leave the premises safely. She talks to children about what they need to do in the event of an emergency.

### Outcomes for children require improvement

Weaknesses in teaching mean that children do not make good enough progress in their learning. However, they are developing some of the skills they need to be ready for school. Children are able to communicate their needs and form good relationships with adults and their peers.

## Setting details

<b>Unique reference number</b>	250816
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10072641
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	22 July 2016

The childminder registered in 1989 and lives in Haughley, Suffolk. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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