

Childminder Report

Inspection date

1 July 2015

Previous inspection date

16 March 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not consistently assess all children's progress based on an accurate knowledge of their starting points or achievements. Therefore, gaps in children's learning are not always swiftly identified and appropriate interventions sought to close them.
- The childminder does not consistently tailor her planning to meet the learning needs and styles of individual children. This means that children are not always sufficiently challenged or supported to make good progress in their learning.
- Opportunities to maximise children's literacy skills indoors and outdoors are not fully explored, as children have limited access to print, numbers and symbols in the environment.

It has the following strengths

- Children enjoy their time with the childminder. They move confidently around the areas of her home accessible to them and make choices about whether they play indoors or outdoors.
- Children are effectively protected from harm as the childminder has secure knowledge of her responsibilities with regards to protecting children.
- Partnerships with parents and other early years settings that children attend are secure. As a result, the childminder works well with all those involved in children's lives to complement the learning that takes place outside of her provision.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that assessment is accurate and precise so that parents, carers and practitioners are able to use this information to recognise children's progress and to swiftly identify any gaps in children's development
- ensure planning is tailored to meet the individual learning needs and styles of each child so that they are provided with activities, resources and learning experiences that are challenging and enjoyable.

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

- plan an environment that is rich in signs, symbols, notices, numbers, words, rhymes, books and pictures that take into account children's different interests, understanding, home backgrounds and cultures.

Inspection activities

- The inspector observed activities in the childminder's lounge and garden and viewed all areas of the home used for childminding purposes.
- The inspector held discussions with the childminder and minded children at appropriate times during the inspection.
- The inspector looked at a range of records, including children's details, accident and medication records, written policies, the daily attendance register and a selection of other relevant documentation.
- The inspector looked at documentary evidence to show that all adults living on the premises are suitable and also viewed the childminder's training certificate and qualifications.
- The inspector took account of the views of parents spoken to at the time of the inspection.

Inspector

Lynn Hughes

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children have fun in the childminder's care. They make good use of free-play opportunities to share resources and to develop an understanding of turn taking. The childminder supports their play by sitting with them and talking about the game and how they are going to develop it. Children become engrossed in exploratory play in the childminder's garden, when she introduces a tray of soil. They have fun transporting the soil, sand and water from one tray to another. They invent potions that they use to pretend to turn the inspector in to a frog or a werewolf. Children giggle excitedly as they paint sheds and toys with large paintbrushes and water. Children develop skills that help to prepare them for their next stages of learning, such as starting school. However, weaknesses in the childminder's planning and assessment procedures mean that children do not always make best progress in relation to their starting points.

The contribution of the early years provision to the well-being of children is good

Children settle well into the childminder's care. She works closely with parents to develop a secure understanding of each child's needs. As a result, children form warm and caring relationships with the childminder and her family. Children learn good manners and how to be kind and caring towards each other. They develop an understanding about how to keep safe and healthy through activities and discussions with the childminder. Children's emotional and physical well-being is effectively promoted through the childminder's clear policies and practices. For example, children understand the importance of washing their hands when they have finished playing in the garden. Children's social skills are promoted as the childminder takes children to toddler groups and regularly meets with other childminders and their minded children. The childminder's environment is generally effectively organised. However, opportunities for children to see print, numbers and signs in the environment are not maximised to enhance children's literacy skills.

The effectiveness of the leadership and management of the early years provision requires improvement

The well-qualified childminder demonstrates some knowledge of how children learn. She has many years of experience of caring for children and uses her knowledge to deliver a range of interesting activities. However, there are inconsistencies in the childminder's planning that result in activities not always being tailored to meet individual children's learning needs. The childminder's assessment procedures are also inconsistent and do not always identify gaps in children's learning. The childminder does not effectively track the progress of those children who also attend nursery. As a result, the childminder's knowledge of where these children are in their development, is not secure. The childminder is committed to improving her provision and regularly attends training courses to enhance her knowledge. Strong partnerships with parents and others, enable the childminder to develop a secure understanding about each child's care needs and changes in their lives. Children remain safe in the childminder's care as she has effective systems for risk assessing her provision.

Setting details

Unique reference number	250724
Local authority	Suffolk
Inspection number	866465
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	16 March 2009
Telephone number	

The childminder was registered in 1996 and lives in Felixstowe, Suffolk. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

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