

Childminder Report

Inspection date

29 April 2015

Previous inspection date

9 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 often misses opportunities to extend children's learning. This is because she does not always use effective teaching strategies to help children to explore and solve problems.
- The childminder's observations and assessments of children's learning are not yet fully effective in identifying their individual next steps. Therefore, she does not always provide opportunities and activities that inspire and challenge children to make the best possible progress.
- The childminder has not yet established an effective method of partnership working with other settings children attend.
- The childminder's self-evaluation is not always effective in identifying ways to improve her provision. In addition, she has failed to notify Ofsted about a change in the persons aged 16 years or older living in the household.

It has the following strengths

- Children develop a warm and trusting relationship with the childminder, which helps them to feel secure and supports their emotional well-being. Children are happy and settled in the homely and welcoming environment.
- Children behave well as the childminder is a good role model and has a consistent approach to managing their behaviour. Children learn to take turns, share and show care and concern as they play alongside each other.
- The childminder shares information with parents about children's learning, both verbally and through learning books. Parents value this exchange of information, in order to support children's learning at home.

What the setting needs to do to improve further

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

- improve the quality of observations and assessments, in order to accurately identify what children can do, what their next steps in learning are and use this information to more effectively plan interesting and challenging opportunities
- develop partnership working with other providers children attend, in order to share information consistently, to promote children's learning and support their well-being.

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

- make the most of opportunities to consistently encourage children to develop their own ideas and ways of doing things. For example, through effective questioning to ignite children's imagination and by encouraging open-ended play
- use self-evaluation more effectively by being proactive in seeking further ways to keep up to date with current guidance and continually develop teaching skills.

Inspection activities

- The inspector observed teaching practice and evaluated an activity with the childminder.
- The inspector viewed the areas used for childminding and held discussions with the childminder and children present throughout the inspection.
- The inspector looked at a sample of documents available, including children's records, policies and risk assessments.
- The inspector checked the suitability of the childminder and other household members. She also checked the childminder's qualifications.
- The inspector took account of comments written by parents.

Inspector

Julie Meredith-Jenkins

Inspection findings

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

The childminder provides a suitable range of resources to support children's development across all areas of learning. The quality of teaching is variable as opportunities are sometimes missed to extend children's learning. For example, the childminder misses chances to extend children's problem solving through effective questioning. This means that children do not always make the best possible progress. Children are happy as they glue and stick shapes to make flowers. They develop their communication skills as they talk about what they are doing. To check how children are progressing in their learning, the childminder observes them as they play. However, her assessment of what children can do, is not yet precise enough to effectively plan for their next steps in learning. As a result, activities sometimes lack a good level of challenge to extend children's learning. The childminder regularly shares information with parents about their children's progress and learning. However, she has not developed successful strategies to share information with other settings children attend, so that she can plan activities to complement their learning elsewhere.

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

Children settle quickly into the childminder's care as she offers them reassurance and encouragement. The childminder is attentive and always available to attend to children's care needs. Children confidently ask the childminder for help when they need it. The childminder provides a safe and secure environment in which children can learn and develop. She carries out regular checks to maintain children's safety. Children are encouraged to keep themselves safe through carrying out regular fire practices. The childminder carefully guides and supports children to ensure they feel included in all opportunities. She provides healthy drinks and snacks to support children in adopting a healthy lifestyle. Children are encouraged in their self-care and confidence, such as when hanging up their coat or finding their own drink. This helps them to prepare for starting school. Children enjoy outdoor play in a well-resourced garden or when visiting parks.

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

The childminder has failed to notify Ofsted about persons aged 16 years or older who are no longer living in the household. However, overall, she does have a suitable understanding of the safeguarding and welfare requirements. She implements effective risk assessments to help keep children safe. The childminder has completed all statutory training, including first aid. She has a relevant level 3 qualification. However, the childminder has not kept her knowledge up to date by accessing further training. This means she does not always use current guidance to inform best practice. The childminder has developed some systems for self-evaluation, which includes incorporating the views of parents. She recognises some ways in which she can make improvements to her practice. However, these are not always carried out in a timely way to enhance the outcomes for all children.

Setting details

Unique reference number	251374
Local authority	Suffolk
Inspection number	871460
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	9
Number of children on roll	10
Name of provider	
Date of previous inspection	9 March 2009
Telephone number	

The childminder was registered in 1995 and lives in Beccles. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has a relevant level 3 qualification.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

