

Childminder Report

Inspection date

19 June 2015

Previous inspection date

16 November 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		Requires improvement	3
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 arrangements for observation and assessment are not good enough. The childminder does not have accurate or precise information about children's development. This hampers how she plans to meet each child's learning needs.
- Systems to self-evaluate are not sufficiently effective. They do not focus on improvements that would have the biggest impact on children's progress and outcomes for the future.

It has the following strengths

- Although they are not targeted for children's individual learning, many activities are fun and interesting.
- Overall, partnerships with parents and others involved in children's learning are effective and support learning consistently.
- Children have opportunities to take some managed risks during their play so that they have real-life experiences to support their understanding of being safe.

What the setting needs to do to improve further

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

- improve observations and assessments to obtain a clearer understanding of what children are capable of and how they are progressing so that teaching is tailored to their individual learning needs.

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

- reflect and use the self-evaluation process to identify weaknesses in knowledge and skills and take action to address any weaknesses identified.

Inspection activities

- The inspector observed children's play and learning inside and outside.
- The inspector sampled a range of documentation, including development records and key policies and procedures.
- The inspector conducted a joint observation with the childminder.
- The inspector took account of parent's views through quality assurance letters.
- The inspector took account of the childminder's self-evaluation document.

Inspector

Carolyn Hasler

Inspection findings

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

Overall, teaching is not effective in identifying and addressing each child's specific learning needs. As a result, the childminder does not ensure that all children make good progress. However, she is familiar with children's personalities and interests, and provides activities that they enjoy and that help them make some progress in their learning. For example, children have fun listening to stories, building a calendar and painting pictures of lady birds. The childminder engages children and keeps them occupied. They show confidence and work well together. They generally concentrate well on activities. The childminder helps to extend children's vocabulary. She introduces mathematical language, supports literacy and develops their understanding of the world during conversations. Overall, children are confident speakers and share their thoughts and ideas with others. The childminder provides activities to increase children's wrist and hand muscles to support their physical coordination for practising writing.

The contribution of the early years provision to the well-being of children requires improvement

The environment supports children's welfare and safety. However, as the childminder does not have precise overview of children's development, she is not able to ensure she is providing enough challenge in their independence and self-care. The childminder gives children her attention and builds trusting relationships with them. She encourages them to be aware of safety through discussion, to learn manners and play together harmoniously. Children are emotionally secure and this helps them adapt to the hand-over between the childminder and pre-school, and to their eventual move to school. The childminder encourages children to learn about being healthy and offers healthy snacks. She promotes good hygiene.

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

The childminder ensures that children have fun and are happy, but her self-evaluation is not robust enough to identify the weaknesses in the overall effectiveness of teaching. The childminder speaks to parents each day to inform them of the activities their child has enjoyed, and to discuss how these can be extended at home. She also speaks with other early years providers involved in children's care. However, the lack of precise monitoring of children's achievements means that the childminder is unable to accurately focus on, and discuss, any areas where progress may be slower than expected. The childminder has a secure understanding of safeguarding issues and makes sure that all those living at the premises and who have regular contact with children are suitable. She uses a range of policies, procedures and documents to help her manage and organise children's safety, welfare and learning sufficiently.

Setting details

Unique reference number	EY219475
Local authority	Oxfordshire
Inspection number	837026
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	16 November 2009
Telephone number	

The childminder registered in 2002. She lives in Bicester, Oxfordshire. The childminder operates four full days a week and a half day on Friday. She holds a relevant qualification in childcare.

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