

# Childminder Report

## Inspection date

1 July 2015

Previous inspection date

2 March 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

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

- New systems for assessing children's progress and any gaps in their learning are not yet embedded.
- The childminder does not involve parents regularly in the assessment of children's progress and achievements.
- The childminder does not liaise with all other early years providers children attend. As a result, there is not always consistency of approach between providers to support children's individual learning.
- At times, the childminder's risk assessments are not sufficiently robust. This means children's welfare is not always promoted well when in the garden.

### It has the following strengths

- Children form strong, secure attachments with the childminder. As a result, they are settled and self-assured.
- The childminder understands the requirements of the Early Years Foundation Stage and is a good role model. She effectively supports children in developing their independence and self-care skills.
- Children's communication and language skills develop well because the childminder speaks to them clearly and encourages children to express their thoughts and ideas.

## What the setting needs to do to improve further

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

- embed the procedures for monitoring children's learning to ensure every child makes at least good progress from their individual starting points
- improve the arrangements for gathering and sharing information with parents and other early years settings in order to ensure children's learning and development needs are understood and consistently planned for
- ensure that risk assessments are effective in identifying, removing or minimising any risks to children, especially in the garden.

### To meet the requirements of the Childcare Register the provider must:

- take all necessary measures to minimise any risks to the health or safety of the children being cared for (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children being cared for (voluntary part of the Childcare Register).

## Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outside.
- The inspector looked at relevant documentation, such as assessment records, evidence of training and policies and procedures.
- The inspector took account of written feedback from parents seen during the inspection.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

### Inspector

Nikki Whinton

## Inspection findings

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

The childminder plans a range of interesting, age-appropriate activities that support children's learning and development across the seven areas of learning. Children enjoy their time in the setting, moving freely between the conservatory and garden, choosing what they want to play with and where they want to play. The childminder encourages children to observe and become aware of their environment. For example, the childminder asks children to describe where a toy duck may be hiding in the garden and to look at butterflies that have entered the conservatory. The recently introduced assessment programme is not yet embedded, so the childminder cannot clearly demonstrate the progress children are making and any gaps in their learning. The childminder has a positive relationship with parents, who are very complimentary of the service she offers. Parents are kept up to date with children's achievements. However, there are no regular opportunities for parents to discuss assessments or share their knowledge of children's achievements. The childminder has not established links with all other early years settings children attend to inform her assessments and to ensure children are always sufficiently challenged.

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

The childminder offers a warm and welcoming environment. Children settle quickly and are ready to learn. They are confident and have a clear understanding of the setting's routines. For example, children find their sunhats when playing outside and independently wash their hands before eating. As a result, children are emotionally well prepared for school. Children learn about healthy lifestyles. They play in the childminder's secure garden, explore the local fields when hunting for bugs and regularly use apparatus in nearby parks. The childminder makes sure children have access to sufficient shade when playing or eating outside, in order to promote their good health. They are frequently reminded to drink fluids to keep themselves hydrated. Children behave well. They are supported by a childminder who is very caring, offers lots of praise and talks to children with kindness and respect. The childminder completes risk assessments for most safety issues. However, she does not always consider risks to children in the garden. For example, she has failed to identify and remove some hazards such as broken toys, plastic bags and discarded carpet. However, the risk to children is minimised because the childminder supervises children effectively at all times.

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

The childminder understands her responsibility to safeguard children. She knows the correct procedures to follow if concerned about children in her care. This means that children are effectively safeguarded. The childminder has a positive attitude to self-improvement and is aware of her strengths and weaknesses. She has welcomed regular support visits from an early years advisor and attended targeted training to improve her skills and promote her professional development.

## Setting details

<b>Unique reference number</b>	EY286589
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1018122
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	2 March 2015
<b>Telephone number</b>	

The childminder registered in 2004. She lives with her husband and two children in the Springhill area of Grendon Underwood in Buckinghamshire. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently cares for eight children on a part time basis, of whom four children are in the early years age group.

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

