

Childminder Report

Inspection date

7 September 2015

Previous inspection date

19 October 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the 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 provision requires improvement. It is not yet good because:

- Planning is not fully successful, activities are not tailored to children's learning needs and not all spaces are used effectively. This hinders the quality of teaching and learning.
- Systems to monitor and evaluate children's learning are not effective because they fail to include the views of parents and others and are not kept up to date.
- Suitability checks have been initiated but not completed because the childminder has not forwarded the appropriate information to Ofsted, to fully promote children's safety.
- The childminder's understanding of the Early Years Foundation Stage is not good enough. Her self-evaluation is not robust enough to identify where she needs to develop her knowledge and skills to improve outcomes for children.

It has the following strengths

- The childminder spends her time playing with children, engaging them in activities and supporting their interests. She is encouraging and praises their efforts as they try out tasks and succeed.
- The childminder enables children to learn how to act independently, be confident and make friends. This incorporates learning about the wider community.

What the setting needs to do to improve further

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

	Due Date
■ improve the planning of activities by reflecting on what will best meet the learning objectives for individual children to support and extend their learning	10/10/2015
■ improve observations and assessments, ensuring information incorporates the views of parents and others and are regularly reviewed, then use these to obtain a clearer understanding of children's abilities and whether they are reaching expected levels of development	10/10/2015
■ make sure that relevant information is forwarded to Ofsted, so that suitability checks can be completed for those living within the household and who have regular contact with children.	10/10/2015

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

- take regular time to reflect on practice, knowledge and skills in order to identify what works well and what needs to be developed further, in order to continuously improve outcomes for children.

Inspection activities

- The inspector observed children's play and learning during the inspection.
- The inspector sampled a range of documentation, including developmental records, key policies and procedures, training certificates and the childminder's self-evaluation document.
- The inspector conducted a joint observation with the childminder and discussed findings.
- The inspector took account of parents' views through emails.

Inspector

Carolyn Hasler

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder's systems for monitoring and assessing children's development are not robust enough, so children do not make as much progress as possible. The childminder is welcoming and friendly with parents and others working with children. However, she does not sufficiently encourage parents and other adults involved with the children to contribute towards their learning. Therefore, the childminder is not fully informed in order to help children make the best possible progress. The childminder has systems in place to access support and advice. She maintains statutory training and generally keeps herself updated. However, this is not used to fully improve teaching and the outcomes for children. Safeguarding is effective. The childminder is able to recognise and respond to safeguarding concerns. She has not taken all steps to ensure that checks are carried out on those who live on her premises. However, she is now aware of what to do to put things right and ensures she supervises children at all times to promote their welfare. The childminder collects the views of parents and children, but does not fully reflect on her practice and children's progress, in order to improve outcomes for children.

Quality of teaching, learning and assessment requires improvement

The childminder's range of resources is sufficient but planning how these are used is less effective. Children self-select activities, which supports their independent learning. However, there are few specifically planned activities tailored to children's individual learning needs and outside learning gets little planning. This limits the range of choices, particularly for children who learn best outdoors. The childminder uses language to reflect what children are doing and asks questions to extend their learning. She introduces some mathematical ideas, such as numbers and quantities. Physical activities, such as playing with dough, help children to strengthen their hand muscles, ready for future writing skills.

Personal development, behaviour and welfare require improvement

In general, the environment is safe, equipment is appropriate and children are welcomed. The childminder is friendly and provides emotional support. She is keen to adopt home routines and build secure relationships with parents and children. She promotes politeness and good manners, alongside sharing and turn taking. Timely reminders from the childminder help children take risks while learning about their own safety. She encourages them to care for their own personal needs. Overall, the childminder gives children the confidence to help them manage difficult situations.

Outcomes for children require improvement

Outcomes for children are not fully effective. In general, children are engaged in purposeful experiences which support their ongoing development. They are making steady progress in relation to where they started from. Children are sufficiently building confidence and independence which help them become ready for school.

Setting details

Unique reference number	116415
Local authority	Buckinghamshire
Inspection number	840054
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	19 October 2010
Telephone number	

The childminder registered in 2000. She lives in Widmer End near High Wycombe, Buckinghamshire. The childminder operates her service for five full days a week. She has a home-based childcare 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.

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