

Childminder Report

Inspection date

7 October 2015

Previous inspection date

28 June 2011

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:

- The childminder's understanding of the learning and development requirements and how she puts these into practice is not yet secure. Her processes to monitor development are not good enough to assess children's progress accurately to support planning of their next steps in learning.
- The childminder does not always make the best use of all opportunities to extend children's mathematical development to the next level.
- The childminder is not rigorous in monitoring and evaluating quality. She is inconsistent in using what she has learned or the views of parents and others. Therefore, weaknesses in practice often go unaddressed and effect how well children achieve.

It has the following strengths

- The childminder has good skills in promoting respect for others and supporting children as they build confidence and learn to manage their own behaviours.
- The childminder works with parents to ensure children learn good eating habits and makes sure children can access fresh air and exercise each day, which helps them develop healthy life goals.
- The childminder provides a safe environment, where children can move between different areas and access toys and games easily. There is a good balance between adult-led and free play, enabling children to make choices.

What the setting needs to do to improve further

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

Due Date

- improve assessment processes in order to evaluate observations and decide when children are meeting expectations, and then plan more challenging activities, which will help each child make further progress. 07/11/2015

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

- increase children's understanding of adding and subtracting, to enhance their learning experiences
- take time to reflect on training and knowledge, practice issues and the views of parents and children to identify key areas that need to be improved and implement changes which will promote better 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 and training certificates.
- The inspector conducted a joint observation with the childminder and discussed findings.
- The inspector took account of parents' views through letters.
- The inspector discussed the childminder's self-evaluation.

Inspector

Carolyn Hasler

Inspection findings

Effectiveness of the leadership and management requires improvement

Generally, teaching supports learning. However, the childminder's expectations of children's capabilities are too low and systems to monitor learning are not fully effective. The childminder works relatively well with parents and other settings who work with children. She updates her knowledge and skills and seeks support. The combination of training and working with partners has achieved some good outcomes, particularly when supporting children's emotional well-being. However, the childminder's processes for evaluating the quality of her setting are not sufficiently thorough enough. She does not take time to reflect on her overall practice or identify areas which need improvement. This means that improvements, and consequently outcomes for children, are inconsistent. Safeguarding is effective; the childminder is alert to changes in children's well-being and is secure in her knowledge of safeguarding procedures.

Quality of teaching, learning and assessment requires improvement

The childminder engages children, models how to use some equipment and offers support and advice. Generally, she plans activities she knows children will enjoy and gain some learning from. For example, children are learning about autumn and using a number line as part of this. However, she does not consistently challenge each child's understanding of mathematics to promote problem solving. The childminder uses lots of helpful language around children while they play. This supports their communication and speaking skills sufficiently well. She makes sure children have opportunities to develop their large and small muscles. For example, she provides a variety of activities which support wrist, hand and grip movements, and their physical mobility, balance and coordination.

Personal development, behaviour and welfare require improvement

The childminder makes sure her home is safe and inviting. She builds close, affectionate relationships with children and, in general, they are learning how to successfully relate to others. The childminder helps children manage strong emotions and supports their good behaviour. This builds on their self-image. She encourages them to make good choices, particularly around healthy lifestyles and when looking after their own personal needs. The childminder aids children as they learn about their own safety. For example, she reminds children not to slip on wet autumn leaves when enjoying outside play.

Outcomes for children require improvement

Children feel secure and are gaining the skills they need to support and help them develop emotionally in preparation for school.

Setting details

Unique reference number	116668
Local authority	Buckinghamshire
Inspection number	846115
Type of provision	Childminder
Day care type	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	28 June 2011
Telephone number	

The childminder registered in 1993 and lives in High Wycombe. The childminder operates her service for five full days, including before and after school and in school holidays. She holds a home-based childcare qualification.

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