

Childminder Report

Inspection date

9 November 2015

Previous inspection date

6 November 2008

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
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 does not have a clear understanding of the requirements of the Early Years Foundation Stage. For example, she was not aware of the requirement to complete a written progress summary for children between the ages of two and three years.
- The childminder does not work in partnership with other settings children attend to provide them with continuity in their learning. This impacts the quality of support children receive.
- The childminder does not have an effective system of self-evaluation to help her identify weaknesses in her provision or the steps she needs to take to address them. In addition, the childminder does not seek the views of parents or others to help her review her practice.

It has the following strengths

- Children develop secure bonds with the childminder. They are confident and self-assured. They readily ask for help and share their ideas and thinking during their play.
- The childminder engages children in play and motivates them to learn. She plans activities that reflect children's interests and activities they have been exploring at home.
- Children enjoy their play experiences. The childminder provides a broad range of toys and resources, which stimulate and challenge their learning.

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 knowledge of the learning and development requirements, with particular regard to the completion of the written progress check for children between the ages of two and three years and sharing this with parents 09/12/2016
- introduce a regular two-way flow of information with other settings children attend to promote continuity in their learning and care. 09/12/2016

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

- develop self-evaluation processes that include the views of parents and children to identify areas for further development and take action to improve the quality of the provision.

Inspection activities

- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the childminder.
- The inspector viewed a range of documents, including policies and procedures, and children's records.
- The inspector observed children's daily play activities.

Inspector

Victoria Frost

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not use self-evaluation very well to accurately identify weaknesses in her practice. She has attended some training but has not focused on developing her understanding of the learning and development requirements, particularly in relation to providing parents with a written progress check for children between the ages of two and three years, and the importance of working with other settings children attend. Nevertheless, the childminder has a sufficient knowledge of child development, which she uses to plan appropriate activities that challenge children's learning. Safeguarding is effective. The childminder understands what to do if she is concerned for children's safety, including how to follow the local safeguarding procedures to protect them from harm.

Quality of teaching, learning and assessment requires improvement

The childminder makes some initial assessments of children's development based on what she has learnt from their parents. However, she does not consistently monitor children's progression. The childminder challenges children's understanding in a variety of ways, such as during their play and conversations. For example, children show great interest in the characters in a story the childminder reads, so she provides further explanation and asks the children what they think. As children grow older, she supports them to become emotionally ready for school. For example, she helps them become independent by allowing them to do more things for themselves. They also become familiar with the local schools when going there with the older children.

Personal development, behaviour and welfare require improvement

The childminder does not liaise with other settings to help children settle when they first attend or to promote continuity in their ongoing learning. Nevertheless, the childminder boosts children's self-esteem as they play and offers them choice in the activities they do. For example, children chose to collect leaves in the garden and then discussed with the childminder how to create a picture. The childminder encourages children to take turns and share, and helps them to develop important social skills in readiness for later learning. The childminder responds to children's individual interests and uses these to motivate their learning further. For example, she uses their favourite stories to explore counting and colour recognition. The childminder provides a variety of activities to help children learn about different cultural festivals and the lives of others. Children enjoy plenty of fresh air and exercise during a variety of activities, trips and when playing in the garden.

Outcomes for children require improvement

Although children make steady progress in their development, it is not yet good. They receive suitable support from the childminder to help them to prepare for their future learning.

Setting details

Unique reference number	EY366933
Local authority	Oxfordshire
Inspection number	827833
Type of provision	Childminder
Day care type	Childminder
Age range of children	3 - 7
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	6 November 2008
Telephone number	

The childminder registered in 2007. She lives in Chinnor, Oxfordshire and offers care from Monday to Thursday between the hours of 7.30am and 6pm, all year round. The childminder holds Qualified Teacher Status.

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