

Childminder Report

Inspection date

10 November 2015

Previous inspection date

1 July 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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:

- Risk assessments for specific issues, such as the use of apparatus, are not sufficiently robust because they do not consider all risks to children.
- The childminder does not consistently seek information from parents on what children already know and can do when they start at the setting, to help accurately assess what stage they are at in their development.
- The childminder has taken steps to evaluate her practice and recognises areas where she can make improvements, but has not put in place clear, targeted plans for ongoing improvement.
- The layout of areas used for childminding means that children are not provided with enough space or soft seating to sit and relax when tired.

It has the following strengths

- The childminder shares information with other childcare settings children attend to promote consistency in the way children are taught and cared for, and to ensure that children make progress in their learning.
- Children form strong and positive bonds with the childminder. She is caring, offers lots of praise and talks to children with kindness and respect.
- Children develop their communication and language skills well because the childminder speaks to them clearly. She constantly encourages them to express their thoughts and ideas during activities.

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
■ ensure that risk assessments in relation to specific issues, such as the use of apparatus and equipment, identify all risks to children and take into account manufacturer's instructions for safe use	04/12/2015
■ improve self-evaluation by setting targeted improvement plans from reviews of practice, to drive the quality of teaching and experiences for children, and maximise opportunities for their learning and development	01/01/2016
■ improve the arrangements for gathering information from parents about what children know and can do when they start at the setting, to inform initial assessments	01/01/2016
■ 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)	04/12/2015
■ 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).	04/12/2015

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

- improve the layout of the environment used for childminding, so that children are provided with areas to sit comfortably and relax when needed.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector sampled a range of documentation including children's learning records, the register of attendance and risk assessments.
- The inspector observed a planned activity and discussed the childminder's view of the activity.
- The inspector discussed the childminder's self-evaluation.

Inspector

Carla Roberts

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective because the childminder has a range of policies and procedures in place and knows how to implement them. She is clear about the process to follow if she has concerns about a child's welfare. Regular risk assessments of the premises and for outings minimise potential hazards to children during daily activities. However, risk assessments for the use of some equipment such as the trampoline do not identify all potential risks to children because the childminder has not considered manufacturer's instructions to guide their use. This has resulted in a small number of minor accidents to children because they do not learn how to use the equipment safely. The childminder's positive approach to feedback means that she has taken immediate steps to address this matter.

Quality of teaching, learning and assessment requires improvement

The childminder knows the children well and understands the requirements of the Early Years Foundation Stage. She plans a suitable range of activities and resources for children to support their development across the areas of learning. Children learn about shapes and numbers as they make imprints in kinetic sand. The childminder uses open ended questions to encourage children to think and talk about the marks they are making. She works well in partnership with parents and other settings children attend, sharing records of children's learning and progress. This ensures there is a consistency of teaching across settings. Where parents have concerns about their child's development, she works with them to support their child and extend learning at home. However she does not always seek information from parents about their child's development to help guide assessments of what children know and can do when they first start.

Personal development, behaviour and welfare require improvement

The childminder has developed warm relationships with the children and they are generally settled and happy in her care. They gain independence through daily routines such as washing hands before snacks and meals and helping to tidy up after activities. This helps children become ready for school. Children have a sense of belonging because individual photographs are displayed above their coat pegs and there are pictures of their families up on the walls. The childminder provides children with lots of opportunities to develop their physical skills in the garden area, and on regular outings to the local woods, parks and soft play centre. The spaces used for childminding are generally inviting for children, however there are less opportunities for them to relax comfortably when they are tired or need to rest.

Outcomes for children require improvement

Children are making typical progress for their age. The childminder has made improvements following feedback at the last inspection to the way she plans activities to meet children's individual needs. She is starting to plan so that children develop skills across all areas of learning. These improvements need to be embedded into practice to ensure that children make consistently good progress.

Setting details

Unique reference number	EY437666
Local authority	Buckinghamshire
Inspection number	1031075
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	6
Name of provider	
Date of previous inspection	1 July 2015
Telephone number	

The childminder registered in 2011. She lives in Aylesbury, Buckinghamshire. The childminder operates five full days a week, including before and after school. She has a level 3 qualification in home-based childcare.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

