

# Childminder Report

**Inspection date**

20 January 2016

Previous inspection date

11 August 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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 does not work with other settings that children attend to share information about their needs. She does not obtain a good level of information from parents when children join, or support parents to contribute to their children's learning.
- The childminder does not fully establish what children know and can do when they first attend, in order to extend their interests and skills from the start.
- The childminder does not fully reflect the cultures and backgrounds of children's lives in her practice, including their home languages. She does not plan a good range of opportunities to help children understand one another's differences and similarities.
- The childminder does not make the most of the ongoing evaluations she makes to clearly identify weaknesses, meet requirements and improve children's outcomes.

### **It has the following strengths**

- Children show they feel safe and secure in the childminder's care. The childminder meets their emotional needs and encourages them to play well with one another.
- The childminder understands how children learn and develop. She has accessed training to improve her teaching skills and help children to make steady progress in their learning.
- The childminder helps children to gain the physical, social and emotional skills they need for future 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

- Work in partnership with parents and other settings that children attend, to ensure there is a consistent approach to promoting children's care and learning. 20/03/2016

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

- develop a clear and precise picture of what children can do when they first join the setting, in order to build on their interests and skills from the start
- extend the opportunities children have to understand the similarities and different people in their local community, and to celebrate their own experiences and cultures
- develop the systems for self-evaluation further, to identify and tackle weaknesses effectively and meet all requirements.

## Inspection activities

- The inspector observed the childminder's interactions with children and their daily play routines.
- The inspector took account of the written views of parents.
- 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 documentation, including policies, procedures and children's records.

## Inspector

Victoria Frost

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The childminder has not identified all weaknesses in her provision. She does not establish good links with other settings that children attend. The childminder does not take all the necessary action to meet children's needs, including communicating with parents from the very start. Partnerships with parents are not effective enough to fully engage them in their children's learning. The childminder seeks support and completes training to support her skills. For example, she has attended additional training to improve her safeguarding knowledge. Safeguarding is effective. The childminder knows what to do if she is concerned for children's safety and welfare, including how to follow local child protection procedures. The childminder regularly reviews the environment for hazards and reduces any risks to children's safety effectively.

### **Quality of teaching, learning and assessment requires improvement**

Although the childminder monitors children's learning, she does not always provide children with precise support. For example, she does not ask parents about children's home languages, or provide opportunities for children to explore these to help develop their learning. The information the childminder shares with parents is not always precise. In addition, she does not find out what children can do at other settings to ensure there is a consistent approach to children's individual needs. However, the childminder supports children to make some progress in their learning. For example, she asks appropriate questions and reshapes activities to improve children's understanding. The childminder supports mathematical development, for example, as children enjoy categorising toy people according to their sizes.

### **Personal development, behaviour and welfare require improvement**

The childminder knows about children's home lives and cultures but does not fully use this knowledge to help children develop a growing awareness of themselves and other people. The childminder offers a warm and welcoming environment in which children can play and begin to develop confidence. Children make their own decisions in play and the childminder encourages them to be independent. For example, children wash their own hands and prepare fruit at mealtimes. The childminder offers children a range of activities to support their physical development. For example, children enjoy building with blocks as part of developing their coordination.

### **Outcomes for children require improvement**

Despite some aspects of teaching not being strong, children make steady progress in their learning overall and develop the skills they need for school.

## Setting details

<b>Unique reference number</b>	105447
<b>Local authority</b>	Slough
<b>Inspection number</b>	839317
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11 August 2011
<b>Telephone number</b>	

The childminder registered in 1993. She lives in Langley, Berkshire. The childminder offers care all year round, each weekday, between 7.30am and 6pm. She holds a relevant childcare qualification at level 3.

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