

# Childminder Report

**Inspection date**

28 January 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
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 planning and assessment arrangements are not precise enough to help children make continually good progress in readiness for future learning.
- The childminder's arrangements for self-evaluation and ongoing training do not fully identify and prioritise ongoing improvements to improve all aspects of her provision for children.
- Children receive limited support to develop their awareness of people who are different from themselves.

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

- The childminder promotes children's communication appropriately by teaching new vocabulary, and modelling conversation and language with them during their play.
- The childminder creates a safe, secure and welcoming environment for children. Children play happily and they enjoy spending time with the caring childminder and her family.
- Children are well behaved. The childminder teaches them to share and take turns and learn good manners.

## 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 planning and assessment arrangements in order to plan precise next steps in children's learning and help them to make good progress. | 11/03/2016 |
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**To further improve the quality of the early years provision the provider should:**

- develop systems for self-evaluation, to consistently identify strengths and address areas for development in order to improve the quality of provision for children further
- provide more opportunities for children to learn about, and respect, people who are different from themselves.

## Inspection activities

- The inspector observed activities indoors as the childminder interacted with children.
- The inspector looked at children's learning records and sampled the childminder's policies and formal records.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector checked the qualifications of the childminder along with evidence of her suitability and that of adults living in the household.
- The inspector considered the written view of parents.

## Inspector

Amanda Perkin

## Inspection findings

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

Safeguarding is effective. The childminder is fully aware of the Local Safeguarding Children Board procedures and how to help protect children. The childminder does not make full and effective use of self-evaluation to accurately reflect on her childminding service and children's progress to identify areas for further development. The childminder shares information regularly with parents about children's achievements and routines, and they are happy with the service provided. The childminder is aware of the need to give parents a written summary of their children's learning when children are two years old.

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

The childminder has started to assess children's progress and plan for their future learning. However, her methods are not precise enough to fully identify gaps in children's achievements and to promote their next steps in learning. She offers an enjoyable range of activities to help children make some progress in all areas of learning. She uses some effective teaching methods, such as asking questions and making suggestions to help extend children's learning. The childminder promotes children's communication and language development as the young children go about their play, and responds positively to their non-verbal communications.

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

The childminder promotes children's emotional well-being effectively by taking time to settle them when they first start. She builds children's confidence by, for example, praising their achievements. Younger children develop their independence in preparation for their next stage of learning and eventual move to school; they feed themselves and learn how to wash their hands. There is a suitable range of indoor toys and resources that children can easily access. Children can make some decisions about their play. Children learn to be kind to others but do not have many opportunities to learn to value people's different cultural backgrounds. Children benefit from regular fresh air and exercise. The childminder uses trips to local parks and outings to collect older children from school to help teach children about keeping safe.

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

Children make some progress in all areas of learning and gain some key skills in preparation for the next stages in their education.

## Setting details

<b>Unique reference number</b>	EY454516
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	921197
<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>	0 - 1
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in December 2012. She lives in Didcot, in Oxfordshire. The childminder is open all year round from 8am to 6pm, every weekday.

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