

Childminder Report

Inspection date	21 April 2016
Previous inspection date	23 November 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		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder is not fully confident about how to recognise and plan for children's next steps in learning. She does not always plan challenging activities that help children move onto the next steps in their learning.
- Children's critical-thinking skills are not fully promoted. The childminder asks questions and answers them before the children have time to think and respond.
- The childminder misses opportunities to help develop older children's understanding of counting and number recognition as part of their early mathematical development.

It has the following strengths

- Children settle well in the welcoming home environment and build strong bonds with the childminder. They make choices freely and develop their own interests independently. They make steady progress in their learning.
- The childminder has appropriate systems in place to share information with parents about what children have been doing each day, to involve them in their children's learning.
- The environment supports children's play and learning well. It is well resourced with good-quality toys, books and equipment which promote 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
■ use information gained through observations and knowledge of children's starting points to plan sharply focused next steps in learning for each child, to help them to make good progress.	27/05/2016

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

- provide more opportunities to introduce mathematical ideas and language into children's play, to encourage their early mathematical skills further
- improve the quality of teaching by allowing children more time to think and respond to questions to support their critical-thinking skills.

Inspection activities

- The inspector observed the childminder's practice with the children.
- The inspector discussed the children's development.
- The inspector discussed the process of self-evaluation and how the childminder obtains the views of all the users of her provision.
- The inspector examined a selection of documentation.

Inspector
Melissa Cox

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. The childminder understands the procedures to follow if she has concerns about the welfare of a child. She is clear on the signs of neglect and the wider aspects of safeguarding. The childminder adequately evaluates her practice and has worked alongside the local authority to make improvements since the last inspection. These improvements have had a positive impact on children's well-being. Overall, the childminder has suitable systems in place to monitor the progress children make. Daily feedback from parents helps her continue to meet the needs of children and their families.

Quality of teaching, learning and assessment requires improvement

The childminder appropriately supports children's communication and language skills. For example, younger children enjoy making animal noises as they play with farm animals. The childminder supports children in their play, shows an interest in what they are doing and saying, and asks them questions. However, she sometimes jumps in too quickly with the answer, rather than allowing children to work things out for themselves. Children enjoy a varied range of experiences, such as planting seeds into pots and decorating them with colourful stickers. However, her planned activities are not always well matched to children's individual needs as she is unsure how to identify children's next steps. Sometimes, the adult-planned activities are too challenging for some children, given their current skill level, interests and stage of play. The childminder does not help older children develop their early mathematical skills effectively. She misses opportunities to count, compare and sort objects.

Personal development, behaviour and welfare are good

The childminder follows regular routines and effectively meets children's needs. She is a good role model and children behave well. This helps to promote children's well-being and sense of security. The childminder supports children to develop suitable personal hygiene routines. They are helped to become independent in ways that are appropriate for their age and level of development. Children benefit from regular trips into the community where they develop their social skills and confidence. They enjoy a range of resources and opportunities outdoors that help to promote their physical development. This helps to prepare them for the eventual move on to school.

Outcomes for children require improvement

Children are reaching typical levels of development for their age and enjoy their play. They show willingness to try new activities, develop new skills and play together cooperatively. Children display good vocabulary and listening and attention skills. They are gaining some of the skills needed to prepare them for their future learning.

Setting details

Unique reference number	EY439280
Local authority	Oxfordshire
Inspection number	1033267
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	23 November 2015
Telephone number	

The childminder registered in 2011. She lives in Thame, Oxfordshire. She operates her service on weekdays, for most of the year. The childminder has an appropriate early years qualification at a level 3.

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