

# Childminder Report

<b>Inspection date</b>	12 October 2016
Previous inspection date	22 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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 does not consistently monitor all children's progress effectively and use this information to plan for their future.
- The childminder does not meticulously plan activities to give all children the experiences that better reflect their individual learning needs and rapidly achieve their next steps in learning.
- The childminder has not fully developed her knowledge and skills to a level where the quality of teaching ensures that all children consistently achieve good outcomes, particularly in their critical thinking skills.
- The childminder's reflection of her practice is not yet vigorous enough to evaluate the necessary changes made and to ensure all weaknesses are identified, in order to improve children's outcomes even further.

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

- Children develop their understanding of personal care routines from an early age. Their independence in self-care is supported in readiness for their eventual move to school.
- The childminder provides children with simple instructions and gently demonstrates how to do things. This generally helps older children to persevere at what they set out to do during planned activities.
- Children's behaviour is good. Children develop good manners and learn to respect their friends, share and take turns.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

#### Due Date

- develop the use of information gained through assessment, to monitor all children's progress more effectively and close any possible gaps in their learning. 28/10/2016

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

- enhance the planning to ensure that activities are even more tailored to children's individual learning needs and abilities, so that they make consistently good progress
- recognise and extend opportunities for children to make choices and think critically for themselves as they learn
- make better use of self-evaluation processes, in particular to plan specific targets and help identify any areas for further improvement.

### Inspection activities

- The inspector carried out a joint observation with the childminder, discussed learning activities and assessed the quality and impact of teaching on the children's learning.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector sampled documentation including the childminder's policies and children's records.
- The inspector took account of the views of parents through their written comments made available during the inspection.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

### Inspector

Anneliese Fox-Jones

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The childminder has developed her understanding of how to respond should she have any concerns about children's welfare. Furthermore, since the last inspection, she has secured knowledge of recent changes to safeguarding matters. This has improved her awareness of the procedures to implement should a child be at risk of harm from extreme views, and has adapted her procedures accordingly. Safeguarding is effective. The childminder provides parents with information about her policies, for instance her complaints procedure, and maintains appropriate documentation with regards to monitoring children's safety. She seeks relevant information from parents and their comments about her service are positive. However, the childminder's self-evaluation is not fully effective. She does not accurately identify weaknesses in her practice or gaps in her knowledge, in particular, to raise the quality of teaching, learning and assessment.

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

The childminder does not effectively use information gained from observation to plan activities that support the children's next steps. She does not effectively monitor the progress every child is making, in order to ensure any gaps in learning are quickly identified. Nonetheless, the childminder generally supports children's communication and language skills. For example, she talks to them during their play and asks them some questions. For instance, she encourages them to think about how they might decorate their tree. However, at times, the childminder does not give children enough time to think and respond to questions before she asks another or provides the answer. The childminder supports their understanding of early mathematics. She encourages them to count and make comparisons in size.

### Personal development, behaviour and welfare are good

Children are confident, settled and emotionally secure. They have built good relationships with the childminder and their care needs are met. The childminder shares information and works with parents to provide consistency in children's routines. Children enjoy many opportunities that help to support their physical development. For example, they enjoy a range of play equipment in the childminder's garden and visit many local facilities. The childminder makes good use of community groups to complement the activities that take place in her home.

### Outcomes for children require improvement

Not all children are making consistently good progress. They do not receive targeted support to challenge and extend their abilities effectively. Nevertheless, children develop early writing skills, for example they begin to use a variety of tools and media to make marks and patterns. They behave well and learn what is and is not acceptable behaviour.

## Setting details

<b>Unique reference number</b>	EY301125
<b>Local authority</b>	Reading
<b>Inspection number</b>	1056600
<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>	3 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	22 June 2016
<b>Telephone number</b>	

The childminder registered in 2005. She lives in Reading, Berkshire and provides care on Monday to Friday from 8am to 6pm, and operates her service all year round.

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