

# Childminder Report

**Inspection date**

17 October 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

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

- The childminder does not accurately record the times children arrive or leave the setting. This prevents her from ensuring children's safety fully while in her care and is also a breach of requirements for the Childcare Register.
- The childminder does not make the most of opportunities to extend children's thinking and problem-solving skills, such as during activities and routines.
- The childminder does not maximise the partnerships with parents so that children's learning at home is completely shared to support their ongoing learning even further.

### It has the following strengths

- Teaching is good. The childminder has a secure understanding of how to support children's learning and development. She plans a varied range of interesting experiences for children of all ages.
- The childminder implements good hygiene routines. Children develop their understanding of personal care routines from an early age. Their independence in self-care is supported in readiness for the eventual move to school.
- The childminder accurately assesses children's progress and identifies their next steps in learning.
- The childminder is committed to improving the quality of her practice. For example, she seeks additional training courses that she feels are required. This has a positive impact on the quality of care and education she provides.

## 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

- |   |            |
|---|------------|
| ■ maintain a written daily record of the names of all the children being cared for on the premises and their hours of attendance. | 21/10/2016 |
|---|------------|

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

- increase opportunities for children to use their problem-solving skills
- explore more ways to help parents share information about what their children are learning at home, and make better use of this information to inform planning.

## Inspection activities

- The inspector carried out a joint observation with the childminder, discussed learning activities and assessed the quality and impact of teaching on 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 does not accurately record children's attendance, as required. Despite this, she is aware of her responsibility to keep children safe to support their well-being. She has a broad knowledge of possible child protection issues and a clear understanding of how she would report any concerns. Arrangements for safeguarding are effective. The childminder reviews her practice and she has identified some areas for improvement. However, her strategies to encourage parents to share information about their children's learning at home are not completely successful. Nonetheless, she seeks the views of parents about her service and their comments are positive.

### Quality of teaching, learning and assessment is good

The childminder encourages children to freely explore the range of resources available. She observes children's play to support their development and regularly updates parents about their children's progress. The childminder follows the children's lead and supports them well in their learning. For example, she responds positively when children choose how they would like to paint and cut leaves to add to their autumn tree. However, at times, there are missed opportunities to extend children's thinking and problem-solving skills. The childminder supports children's early reading skills well. For instance, children are excited and show good listening skills as she reads their chosen story. She encourages younger children to pronounce words correctly and older children to build more complex sentences. They are absorbed in the story and confidently name their favourite characters as the childminder points them out.

### Personal development, behaviour and welfare require improvement

Children build effective relationships with the childminder and are confident in their surroundings. However, the childminder is not able to fully assure children's safety due to gaps in monitoring their daily attendance. Nonetheless, she suitably supervises all children in her care and completes safety checks to keep the environment safe. The childminder provides children with resources that reflect people's differences and they celebrate various festivals, which supports positive attitudes. Children behave well. They learn to be kind and consider the feelings of others.

### Outcomes for children are good

The quality of teaching motivates children. All children make good progress in their learning and development. They develop good communication skills, are enthusiastic learners and gain the necessary skills to help prepare them for their future learning. Children become independent in managing their own personal needs. They develop their social skills as they learn to share and use good manners. Children develop good physical skills. For example, they enjoy exercise in the garden and attend many local groups.

## Setting details

<b>Unique reference number</b>	EY484504
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1000478
<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>	2 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2014. She lives in Chinnor, Oxfordshire. She operates on Monday, Wednesday and Friday between 7am and 6pm, all year round. The childminder holds a childcare qualification at level 4.

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.

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