

# Childminder Report

<b>Inspection date</b>	11 January 2017
Previous inspection date	15 January 2013

<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 hold a current first-aid certificate, as required. This is also a breach of both the Early Years Register and Childcare Register requirements.
- The childminder does not make thorough assessments of children's learning, including the required written check when children are aged between two and three years. She does not identify less obvious gaps in their learning.
- The childminder does not make the best use of all interactions with children to challenge their thinking skills further.
- The childminder does not provide enough opportunities for children to explore and develop their understanding of technology.
- The childminder does not evaluate the quality of the provision effectively to help identify all areas for improvement to benefit children.

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

- The childminder supports children to develop good independence skills. For example, she gives them time to do things for themselves, such as putting on their shoes.
- The childminder is kind and caring and forms positive relationships with children and parents, to help involve parents in their child's learning.
- The childminder plans interesting activities in which children enjoy taking part.
- The childminder gives lots of praise and encouragement which helps raise children's levels of self-esteem and confidence.

## 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
■ ensure a current paediatric first-aid certificate is in place at all times	10/02/2017
■ complete precise assessments of children's learning, including the required written check when children are aged two years, to identify any gaps quickly and monitor children's progress effectively, to help them make good progress.	25/02/2017

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

- make better use of daily opportunities to challenge children's learning further, in particular, to enhance their thinking skills
- increase opportunities for children to explore a greater variety of technology
- further develop the self-evaluation process to develop practice and improve outcomes for children.

### Inspection activities

- The inspector had a tour of the areas used for childminding.
- The inspector read feedback from parents and spoke with children to gain their views.
- The inspector observed the childminder and children during play and evaluated an activity together.
- The inspector examined a sample of policies, children's records and other documents.
- The inspector discussed the childminder's self-evaluation process.

### Inspector

Alison Southard

## Inspection findings

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

The childminder has met recommendations made at her last inspection. However, improvements are inconsistent because she does not reflect on her practice effectively enough. For example, she does not complete the required progress check for children when aged two years, to identify their learning needs. Safeguarding is effective. The childminder has a good understanding of the procedures if she has concerns for a child's welfare. She shares regular information with other childminders and completes research to develop her knowledge and skills.

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

The childminder does not monitor children's progress precisely enough to identify children's individual learning needs across all areas of learning. For example, she fails to identify some gaps in children's learning, such as children's ability to explore and use technology to develop their understanding further of how things work. In addition to this, she does not provide many opportunities for children to practise using technology. Nonetheless, the childminder is able to talk about children and the progress they make suitably well. She includes mathematics into children's play. For instance, she asks children to name numbers as they complete puzzles and discusses the different sizes of items as they play. The childminder repeats words for children to hear well. However, she misses some opportunities to help children to solve problems for themselves.

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

The childminder compromises children's well-being because she has not updated her first-aid training before it lapsed. However, the childminder has a good knowledge of what to do in the event of a minor or more serious accident, which minimises the impact to children. The childminder supports children to learn about expected behaviour effectively. For example, she discusses sharing resources as they play. The childminder encourages children to develop good hygiene practices and children enjoy healthy meals. She helps children learn to keep themselves safe. For example, the childminder talks to children about the importance of using seat belts in the car. Children know to 'pull' and 'click' the seat belt into place.

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

Children make suitable progress in their learning. They do not have many opportunities to solve problems or to develop an awareness of technology. They gain some appropriate skills to support their future learning and their eventual move on to school. For example, they develop good physical skills and confidence, and develop an interest in early reading and writing. Children learn about differences between themselves and others through a variety of activities.

## Setting details

<b>Unique reference number</b>	148377
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	1061515
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	15 January 2013
<b>Telephone number</b>	

The childminder registered in 1993. She lives in Lower Earley, Berkshire. The childminder has a relevant early years qualification at level 3. The childminder works Monday to Friday from 8am until 6pm for most of the year.

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