

Childminder Report

Inspection date

22 February 2017

Previous inspection date

13 September 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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's assessment of children's progress does not provide an accurate picture of how well they are doing. She does not make regular and precise assessments to plan effective next steps in children's individual learning. This hinders children from making consistently good progress.
- The childminder does not consistently obtain written permission from parents and/or carers before administering specific medication to children. This breach relates to the requirements of the Childcare Register.
- The attendance register does not show who is responsible for the children during the day, including at specific times, such as during school collections.
- The childminder does not seek precise information about what children already know and can do from the onset to identify accurate starting points in their learning.

It has the following strengths

- Children develop good communication and language skills. For example, the childminder supports them to gain a wide vocabulary. She listens attentively to children and responds with interest to their comments.
- Overall, children show good levels of confidence, for example, they select their own resources and make decisions about their play.
- In general, children are settled and they develop suitable relationships with others. The childminder's caring and friendly nature enables children to form close attachments.

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
■ use observations of children's learning to plan activities that link to their next steps, to ensure good progress across all areas of learning	10/03/2017
■ obtain and keep a record of written permission from parents prior to each time medicine is administered to a child	10/03/2017
■ ensure that the daily attendance record accurately shows who is responsible for each child.	10/03/2017

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

- gather more precise information when children first start, so that prior achievements can be considered fully when assessing their starting points and inform future 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 the children's learning.
- The inspector spoke with the childminder, her assistant and the children at appropriate times during the inspection.
- The inspector looked at documentation, including the childminder's policies and children's records.
- The inspector took account of the parents' views through their written comments.
- 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

Although the childminder records the times of children's attendance, she does not accurately record which children are present with her or her assistant when they are not working together, to contribute to a clear picture of how children's care is managed. The childminder makes good links with other settings that children attend, to ensure consistency in children's learning. Overall, she suitably monitors the quality of her provision and seeks to improve her skills. For example, she shares practice ideas, current research and her knowledge with her assistant. She seeks the views of parents and their comments are positive. However, the childminder does not gather detailed information from parents about children's development or achievements when they first start. Safeguarding is effective. The childminder has a suitable knowledge about safeguarding issues and understands how to respond to any concerns about a child's welfare.

Quality of teaching, learning and assessment requires improvement

The childminder has a general awareness of where children are in their learning. However, she does not gather sufficient information on what children know and can do, or consistently identify the most important next steps in their learning. Despite this, there are strengths in the quality of teaching. For example, the childminder effectively questions children and listens to what they have to say. She provides good opportunities for them to think and execute their own ideas. For instance, during a story session, the childminder encouraged children to make predictions and explained unusual words, such as 'leaped' and 'waded', to support and extend their language development.

Personal development, behaviour and welfare require improvement

The childminder creates a welcoming environment and children are emotionally secure. They are developing confidence under the childminder's guidance. She manages behaviour effectively. For example, she boosts children's self-confidence, and effectively uses praise for their positive behaviour. The childminder supports children to be physically active. For example, they have regular opportunities to play outside in the garden and local parks. However, she does not have rigorous procedures to fully support children's well-being. For example, despite keeping a written record following the administering of medicine to a child, as instructed by the parent, she has failed to obtain written permission from parents prior to doing so, as required.

Outcomes for children require improvement

Children gain some necessary skills in readiness for pre-school and school. For example, they play well alongside each other, and interact with other adults and children at groups. Older children develop independence skills. However, children's learning is not fully extended due to inconsistent monitoring and planning for their future learning.

Setting details

Unique reference number	EY458238
Local authority	Buckinghamshire
Inspection number	1063294
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	13 September 2013
Telephone number	

The childminder registered in 2013 and works from her mother's home in Marlow, Buckinghamshire. The childminder employs her mother as her assistant. She operates her childminding service from 7.45am to 6pm on Monday to Friday, all year round.

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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