

Childminder Report

Inspection date

13 March 2017

Previous inspection date

22 January 2015

| 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 does not use her assessments of children's development to monitor their progress accurately enough, to identify and address any gaps in their learning.
- The childminder does not plan sufficiently challenging experiences to help extend children's learning. She does not help them to make consistently good progress.
- The childminder does not share information with other settings that children attend or fully encourage parents to contribute what they know about their child's development. This does not ensure a consistent approach to children's learning needs.
- The childminder does not evaluate her provision robustly to help identify areas to improve outcomes for children.

It has the following strengths

- The childminder helps children to develop a sense of security in her home. Children are confident and have warm relationships with the childminder.
- Children learn to manage some tasks independently. For example, they find their water bottle when they are thirsty.
- The childminder provides a suitable range of toys. Children enjoy exploring the resources and investigating how things work.
- Children behave well and are confident. The childminder fully supports children's developing awareness of how to manage their own feelings and behaviour.

What the setting needs to do to improve further

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

| | Due Date |
|---|-----------------|
| ■ improve the use of assessments of children's development to monitor their children's progress more accurately, and to identify and close gaps in their learning | 15/06/2017 |
| ■ extend children's learning by planning challenging experiences to help them to make consistently good progress | 15/06/2017 |
| ■ improve outcomes for children by developing effective partnerships with parents, and other professionals involved in the child's care, to promote a shared understanding of their learning and development. | 15/06/2017 |

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

- improve outcomes for children through a process of accurate self-evaluation to identify and address weaknesses in practice.

Inspection activities

- The inspector observed children at play in the childminder's home.
- The inspector examined a range of documentation, including policies and children's records.
- The inspector and the childminder reflected on the effectiveness of an activity together.
- ☐ The inspector read parents' testimonials to gather and take account of their views.

Inspector

Amanda Perkin

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder keeps up-to-date with safeguarding matters and knows what action to take should she have a concern about a child's welfare to keep them safe. The childminder holds an appropriate first-aid qualification. The childminder does not use the information gained through assessments to monitor children's ongoing progress effectively and plan precisely for their future learning. The childminder does not reflect on her practice effectively. She does not take account of the views of parents and carers to establish where they feel her practice needs to improve. The childminder has used learning from training to improve her knowledge. However, she does not identify how this has improved outcomes for children.

Quality of teaching, learning and assessment requires improvement

The childminder's observation, assessment and planning processes do not help her to meet children's learning needs in a consistent manner. Nevertheless, she encourages children to choose what they would like to do from the available resources and they generally enjoy the activities offered. However, the children do not make consistently good progress and the childminder misses opportunities to extend their learning. For example, she fails to respond to children's interests and keenness to investigate how things work during their play. She introduces some new vocabulary to develop children's communication skills but does not do enough to help children to make good progress in their language development. She helps children to develop creative skills. For example, she encourages children to explore the sand with tools, which helps to develop their small physical skills and to explore textures.

Personal development, behaviour and welfare require improvement

The childminder builds sound relationships with parents and helps children to settle and feel secure. She talks to parents about their children's daily activities and achievements but she does not involve them in the ongoing assessment of their children's learning. The childminder does not share information with other settings that children attend to promote a more collaborative approach to children's learning and development. The childminder helps children learn to manage some personal hygiene routines, such as cleaning their hands after messy play. She promotes children's physical well-being and children enjoy daily outdoor activities and exercise.

Outcomes for children require improvement

Children learn sufficient skills to prepare them for their next stage in learning but do not make any more than typical progress from their unique starting points. Children learn to name and sort items by colour. They learn to manage their personal care needs and to take responsibility. For example, they blow their noses, put on their shoes, and help to tidy away toys.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | 134582 |
| Local authority | Oxfordshire |
| Inspection number | 1085551 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 7 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Name of registered person | |
| Date of previous inspection | 22 January 2015 |
| Telephone number | |

The childminder registered in 1998 and lives in Abingdon, Oxfordshire. The childminder offers care each weekday all year round.

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