

# Childminder Report

## Inspection date

10 July 2017

Previous inspection date

17 November 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		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 assessment carried out on children between two years and three years does not involve parents and provide them with sufficient detail of their child's progress in the prime areas. The lack of recorded information means any potential delays in children's learning are not recognised.
- The childminder is less successful in using information she gains from assessment to monitor and compare children's learning, to be sure that all children make equally good progress.
- The childminder's reflection of her practice is not vigorous enough. It does not highlight areas of her teaching practice that would benefit from further development and does not fully take account of the parents' views when evaluating and reflecting on her provision.
- The childminder does not seek precise information about what children already know and can do from the outset, to identify accurate starting points in their learning.

### It has the following strengths

- The childminder teaches children how to negotiate with their friends and to independently resolve any conflicts that arise, enabling them to play together harmoniously and safely.
- Children develop their emotional well-being effectively. They are kind to each other, build friendships and behave well.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that the written progress check is carried out on children aged between two and three years and provide parents with a summary of their progress in the prime areas of learning</li> </ul>	21/07/2017
<ul style="list-style-type: none"> <li>■ monitor the information gained from assessment, compare the progress of children even more effectively and address any differences in achievement more quickly.</li> </ul>	21/07/2017

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

- develop the use of self-evaluation to include the views of parents more and identify clearly where teaching practice can be improved to target a programme of professional development
- gather more precise information when children first start, so that prior achievements can be considered fully when assessing their starting points to 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 and the children at appropriate times during the inspection.
- The inspector looked at documentation, including children's records, and discussed the childminder's policies.
- 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**

Since the last inspection, the childminder has made some improvements. Safeguarding is effective. The childminder has completed a course to update her knowledge of the local procedures that she should follow if she had concerns about a child's welfare. She is alert to signs that may indicate a cause for concern. She has secured knowledge of recent changes to safeguarding matters, should a child be at risk of harm from extreme views, and has adapted her procedures accordingly. The childminder's approach to reviewing her service is not fully effective. She has not fully evaluated all areas of her practice to raise the quality of the service she provides. In particular, she does not actively seek ways to develop her skills and knowledge further to improve her quality of teaching.

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

The childminder interacts playfully with children and they have fun in her company. However, the childminder does not monitor and review children's progress accurately to identify areas where they may need further support. She has not completed the required progress checks for children aged between two and three years and shared a written summary of these with parents. The childminder supports children's language and mathematical development well. For example, she talks to children as they play and repeats simple words and numbers to build younger children's vocabulary. Children show an interest in the activities available, such as puzzles and a matching picture card game. Younger children are curious and imaginative. For example, they match shapes and discover how things fit together.

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

The childminder exchanges general information with parents daily. However, she does not work with the parents to get an accurate understanding of the children's development needs before they start attending. Despite this, children are settled and emotionally secure. They have built secure relationships with the childminder and their care needs are met. The childminder follows the children's lead, allowing them the opportunities to make their own choices. Children learn about healthy lifestyles. They have fresh air and enjoy a range of different experiences and outings. For example, they use the outside space and go to the park to use the different equipment. The childminder provides a range of resources for children with which to play, including items which reflect diversity so the children can learn about other cultures.

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

Children make some progress in their learning. For example, children become more confident and sociable. They are able to fit puzzles together, show an interest in words, and recognise some colours and shapes. However, assessment is not rigorous enough in monitoring the children's progress to ensure that all children are challenged successfully in the next stages of their learning.

## Setting details

<b>Unique reference number</b>	510224
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	1078922
<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>	0 - 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>	17 November 2016
<b>Telephone number</b>	

The childminder registered in 1994. She lives in Thatcham, Berkshire. The childminder offers care from 8am to 6pm on Monday to Friday, all year round, including out-of-school care.

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