

Childminder Report

Inspection date	4 October 2017
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 maintain a record of attendance for all children who attend daily, as required. This is also a breach of the Childcare Register.
- The childminder does not fully support parents in guiding their children's development at home, to help children make more rapid progress.
- The childminder does not seek precise information from parents about what children already know and can do from the outset, to identify accurate starting points and help build on their existing learning.
- The childminder's reflection on her practice is not rigorous enough, in particular to highlight areas of her knowledge that would benefit from further development.

It has the following strengths

- Children enjoy playing in the friendly and caring environment. They feel happy and secure in the relationships that they establish with the childminder.
- The childminder meets young children's individual care needs and routines well. She works well with parents to support children's sleep patterns and needs.
- The childminder supports children's communication and language development well. She encourages children to engage in conversation and supports their developing vocabulary and listening skills well.

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 an accurate record of children's attendance on a daily basis.	27/10/2017

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

- strengthen the exchange of information shared with parents about their children's progress, emerging interests, and how they can support their children's learning at home
- gather more precise information when children first start and consider their prior achievements fully, to assess children's starting points to help inform future planning
- implement effective systems for self-evaluation, to strengthen practice through relevant professional development opportunities, and raise the quality of the provision.

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

Safeguarding is effective. The childminder has a suitable understanding of child protection issues, including indicators that a child may be at risk and the procedures for making a referral. In addition, the childminder has policies and procedures to further support and underpin her practice. The childminder understands how to keep children safe. For example, she regularly risk assesses children's play areas and monitors visitors to the premises. Overall, the childminder establishes positive partnerships with parents. However, she does not share enough information about children's learning to help them guide their children's learning at home. The childminder's current system for evaluation is not fully effective to detect weaknesses in practice and identify a variety of ways to keep her knowledge and skills up to date to help secure improvements.

Quality of teaching, learning and assessment is good

Children make good progress. The childminder regularly observes children to monitor their progress and achievements. She identifies the next steps in children's learning and plans some purposeful learning experiences. Young children particularly enjoy their imaginative role play. For example, they stay focused as they build stories around dolls and babies. The childminder talks to children and listens to what they have to say. She answers their questions and provides good opportunities for them to think of their own ideas. For instance, during a painting activity they choose the colours they want to use and decide what they are going to create. Children are enthusiastic about books and enjoy listening to stories.

Personal development, behaviour and welfare require improvement

The childminder does not maintain an accurate record of attendance for all children at the setting, as required. This does not fully support children's welfare. Children are happy and their warm interactions with the childminder show that they have a trusting emotional bond with her. The childminder is observant and responds quickly to children's care and emotional needs. Young children receive regular reassurance from the childminder while they engage in their play, and independently explore their surroundings. The childminder has a consistent approach to managing children's behaviour. She encourages children to respect and learn to value one another. She reinforces her boundaries effectively and uses praise to build children's confidence and self-esteem. The childminder plans regular opportunities for children to engage in physical activities and outdoor play.

Outcomes for children are good

Children develop many skills that they need for their future learning. Older children manage their self-care needs independently and confidently make decisions about their play. Children's language skills are good. They learn to communicate their needs effectively as they talk to and share their ideas with the childminder. Children are increasing their pencil control well. Young children are developing mathematical skills, such as simple counting and identifying colours of different toys and objects as they play.

Setting details

Unique reference number	EY491019
Local authority	Oxfordshire
Inspection number	1022661
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	4
Number of children on roll	3
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015. She lives in Didcot, Oxfordshire and operates from 7.30am to 6pm on Monday to Friday, all year round. The childminder holds a level 3 childcare qualification.

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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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