

Childminder Report

Inspection date

20 October 2017

Previous inspection date

25 September 2014

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		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 has administered medication to children without gaining prior written consent from parents, as required.
- The childminder does not consistently share information about children's learning with other settings they attend, to help enhance continuity in their care and learning.
- At times, the childminder does not give children sufficient time to think about and respond to questions.
- The childminder's system for reviewing the provision to identify areas for improvement is not rigorous enough.

It has the following strengths

- Children are happy and confident in the childminder's care. They enjoy a good range of activities inside and outside of the home, which support their interests. Children make good progress in their learning.
- The childminder observes and monitors children's development well. She plans successfully for the children's next steps in learning to help them achieve well.
- The childminder promotes healthy practices with the children. For example, her home is clean and she reminds children to wash their hands before eating.
- The childminder regularly undertakes training to improve her practice and teaching skills. For example, she knows how to manage accidents following a first-aid course and has improved children's understanding of healthy practices after recent training in food hygiene.

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
<ul style="list-style-type: none"> ■ ensure written permission for medication (both prescription and non-prescription) is gained from parents or carers before administering medicines to children. 	15/11/2017

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

- give children the time they need to think about and answer questions
- share more information with other settings that children attend to help achieve greater consistency and support for children's learning
- use self-evaluation effectively to identify and address any breaches of requirements to improve the provision.

Inspection activities

- The inspector observed activities and learning experiences available to children.
- The inspector observed interactions between children and the childminder.
- The inspector asked the childminder questions about her work and observed her practice.
- The inspector looked at a sample of documentation, including children's learning journals and records, the childminder's self-evaluation and policies.
- The inspector took account of the views of parents through available documentation and discussed continuity of care arrangements.

Inspector

Tracy Bartholomew

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not use self-evaluation effectively to identify key areas for improvement. She has administered medicines to children without obtaining prior written consent, which is a breach in the requirements. Despite this, the childminder acted in the best interests of the children to minimise pain and contacted the parents for verbal permission, which minimises any health risk to children. Safeguarding is effective. The childminder has a sound understanding of her role and responsibilities to fulfil her safeguarding duties and her obligations to protect children's welfare. She knows the possible signs and referral procedures to follow in the event of a child protection concern. The childminder often reflects on daily practices and accidents to review her routines and to update risk assessments to ensure her home is safe. She has suitable policies and procedures to follow in the event of a child having an accident in her care. The childminder works well with the parents and regularly shares information about children's development with them. However, relationships with other professionals are in their infancy and are not fully successful in helping to maintain continuity in children's care and learning.

Quality of teaching, learning and assessment is good

The childminder supports children's communication and language well. She interacts well with children and provides resources and activities based upon children's interests, which helps them make good progress. For example, she joins in enthusiastically with imaginative play and encourages children to repeat animal names and sounds. The childminder uses a range of effective strategies to build on children's curiosity and exploration. She motivates children well and encourages them to try new experiences. For instance, she inspires children to explore leaves and twigs while they move freely in the park. The childminder uses information from parents and quality observations to assess children's next stages of learning to plan effectively and help them to progress.

Personal development, behaviour and welfare require improvement

The childminder does not follow her medication procedure to support all aspects of children's welfare. Despite this, children are happy and behave well. The childminder helps children to know her expectations and recognises their achievements well by giving them praise. The childminder helps children to feel safe and settled. For example, she supervises children well and offers visits prior to them starting to build their confidence. The childminder supports children's physical development well. For example, children enjoy active play in the local parks and the childminder's garden.

Outcomes for children are good

All children are developing good skills to help prepare them for future learning. Children develop their mathematical skills well. For example, when playing with blocks they learn about space, shape and number while they build and count objects. Children are confident and independent in their play. For instance, they assertively select resources that they like and show good concentration skills as they play.

Setting details

Unique reference number	EY439762
Local authority	Oxfordshire
Inspection number	1115113
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	25 September 2014
Telephone number	

The childminder registered in 2011 and lives in Thame, Oxfordshire. She operates her service all year round, Monday to Friday, except for bank holidays and family holidays.

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