

Childminder Report

Inspection date

10 January 2018

Previous inspection date

5 February 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		Requires improvement	3
Personal development, behaviour and welfare		Good	2
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 precise assessment of children's learning effectively to plan challenging activities for individual children.
- The childminder's teaching is not strong enough. She does not routinely adapt her expectations of children who are at different stages of development while she leads or supports their play.
- The childminder does not consistently use strategies to support young children in imitating words and sounds, and developing their use of single words while they play.

It has the following strengths

- The childminder builds close bonds with the children in her care. Children are happy, settled and confident.
- Procedures for safeguarding children and meeting their welfare needs are good. The childminder is knowledgeable of how to identify children at risk of abuse and neglect. She knows the local referral procedures to follow if she is concerned about a child.
- The childminder stores toy boxes on low-level shelving in her designated playroom. This helps children to make independent decisions about with which toys they want to play.
- Parents are very happy with the childminder's provision. They comment on close relationships and good communication, such as through a daily diary book.
- The childminder uses information obtained through her membership of an association for early years workers to keep up to date with early years issues.

What the setting needs to do to improve further

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

	Due Date
■ ensure that information gained from observation and assessment of each child's learning is consistently used to plan activities and develop support to help them make best progress	28/02/2018
■ strengthen the quality of teaching, ensuring that every child is consistently challenged in accordance with what they already know and can do and their learning is consistently promoted.	28/02/2018

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

- improve strategies for supporting young children in imitating words and sounds, and developing their use of single words.

Inspection activities

- The inspector observed activities while children played in the indoor play area. She discussed teaching methods with the childminder.
- The inspector looked at evidence of the childminder's training and checked evidence of the suitability of adults living in the household.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures, and a range of other documentation.
- The inspector spoke to the childminder and children at appropriate times through the inspection.
- The inspector took account of parents' views about the provision.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder is working towards an early years qualification at level 3 to improve her early years knowledge and skills. However, she is not fully meeting the learning, development and assessment requirements. The arrangements for safeguarding are effective. The childminder's home is secure and she identifies and minimises potential safety risks to children. She keeps her knowledge about child protection and first aid up to date. The childminder is aware of the duty to prevent children from being drawn into situations that may put them at risk of significant harm. As part of her procedures for reviewing her practice and keeping up to date with early years issues, the childminder accesses training and information online.

Quality of teaching, learning and assessment requires improvement

The childminder does not make full use of the information gained from observing children to plan effectively for their future learning. Her teaching is not strong enough to ensure that children make as much progress as they can. The childminder interprets very young children's non-verbal communication well. However, she does not adopt clear strategies to boost each child's early speaking skills. The childminder does not make the most of some opportunities to support young children in exploring their senses and making marks in different ways. That said, children are happy and settled in the childminder's care. She promotes their early mathematical learning well. They enjoy joining in with actions to songs that involve counting, and while singing the childminder uses her fingers to represent quantities.

Personal development, behaviour and welfare are good

Despite some weaknesses in teaching and learning, children's personal, social and emotional development is strong. The childminder promotes children's health needs well. For example, she provides climbing and riding equipment that supports young children in developing physical skills. The childminder provides healthy food. Children are emotionally secure in the childminder's care and she helps prepare them emotionally and socially for moving on to pre-school and school. For example, they get to know other adults and children at groups. The childminder identifies a positive approach to managing children's behaviour, to help foster their self-confidence. She supports young children to begin to understand sharing and taking turns. Children learn how to keep themselves safe. For example, they learn how to cross roads safely.

Outcomes for children require improvement

Weaknesses in teaching and planning mean that children do not make the best possible progress. However, they do gain some key skills to prepare them for pre-school and school. Children gain an understanding of different traditions, families and communities beyond their own experience. Young children play with a variety of toys, such as simple jigsaw puzzles and shape sorters, which helps them to develop their handling skills.

Setting details

Unique reference number	EY464676
Local authority	Windsor & Maidenhead
Inspection number	1069433
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 3
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	5 February 2014
Telephone number	

The childminder registered in 2014 and lives in Dachet, near Slough. She operates all year round, from 7am to 6pm on Monday to Friday, except for bank holidays and family holidays.

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