

# Childminder Report

<b>Inspection date</b>	17 January 2018
Previous inspection date	20 October 2017

<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		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, on occasion, does not organise herself and her assistant well to support children effectively at the start of the day.
- The childminder sometimes makes minor omissions in the record of children's attendance. This is also a breach of the Childcare Register requirements.
- The childminder does not organise herself and her assistant effectively when taking older children to and from school, to ensure their safety fully. This is a breach of the Childcare Register requirements. Nevertheless, older children understand safety procedures and they behave responsibly.
- The childminder does not make the best use of her self-evaluation processes to ensure full compliance with all legal requirements. Her practice requires improvement to achieve good provision for children consistently.
- The childminder and her assistant sometimes overlook opportunities to engage quieter children in discussion to encourage their language skills more effectively.

### **It has the following strengths**

- The childminder and her assistant have a kind and patient approach. They develop positive relationships with children, who are settled and content for most of the time.
- Children make good progress overall in their learning and development. The childminder knows children well. She assesses their progress routinely to plan relevant activities and help them achieve their next steps in learning.

## 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
■ improve the deployment of adults caring for children, particularly at the start of the day, to help children settle and to fully meet their individual needs	24/01/2018
■ maintain the record of children's attendance clearly and accurately at all times	24/01/2018
■ improve the deployment of adults caring for children, particularly on outings, to keep them safe from harm and reduce the risk of accidents and incidents.	24/01/2018

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

- develop self-evaluation processes further to identify and address weaknesses in practice, particularly in relation to meeting legal requirements
- increase support and attention for quieter children to encourage their communication skills further.

### Inspection activities

- The inspector observed activities indoors and accompanied the childminder and her assistant on the morning school run.
- The inspector and the childminder observed and discussed an activity together.
- The inspector talked to the childminder, her assistant and the children at appropriate points during the inspection.
- The inspector looked at children's assessment records and evidence of suitability and training for the childminder and her assistant.
- This inspection was carried out following the risk assessment process.

**Inspector**  
Gillian Little

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The childminder sometimes does not deploy herself and her assistant successfully. On the day of the inspection, she was not fully prepared to support very young children at the beginning of the day and relied too much on older children to keep themselves safe on the way to school. She has made some improvements since the last inspection, such as supporting her assistant to develop his knowledge of childcare practice. For example, she provides helpful and practical guidance to help him meet children's individual learning requirements. However, the childminder's self-evaluation processes are not rigorous enough to maintain good standards consistently. Safeguarding is effective. The childminder and her assistant understand safeguarding procedures and know what to do if they have concerns about children's welfare.

### Quality of teaching, learning and assessment is good

The childminder works closely with parents to keep them well informed and to share information with other settings. She responds well to feedback and suggestions from parents, for example, by helping them to become more aware of and support their children's next steps in learning. The childminder and her assistant teach children new skills and make learning enjoyable. For example, they enthusiastically encourage toddlers to express themselves through physical action and sound as they enjoy exploring musical instruments and joining in with action songs. The childminder monitors children's progress closely and adapts activities successfully to suit their learning requirements.

### Personal development, behaviour and welfare require improvement

At times, children new to the setting become distressed and do not receive enough attention at busy times of the day. Nevertheless, they quickly develop close bonds with the childminder who provides appropriate levels of reassurance and comfort for most of the time. Since the last inspection, the childminder and her assistant have developed opportunities for children to improve their skills for independence. For example, they encourage toddlers to take responsibility for small tasks, such as finding their shoes and coats. They support children to learn about safety procedures and good behaviour, such as practising fire evacuation and learning to be kind to each other. The childminder enables children to enjoy a healthy diet and to sleep when they need to.

### Outcomes for children are good

Babies and toddlers develop a range of important skills to prepare them for their next stages in learning and for later school life. They enjoy making sounds as they play and learn to put words together and to copy familiar expressions. Babies enjoy exploring the play environment and making relationships with others. Toddlers develop good physical skills as they learn to climb up and down stairs safely.

## Setting details

<b>Unique reference number</b>	EY492575
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1121677
<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 - 6
<b>Total number of places</b>	11
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	20 October 2017
<b>Telephone number</b>	

The childminder registered in 2015. She lives on the outskirts of Oxford. The childminder's husband works with her as a registered assistant. The childminder provides care on weekdays, including out-of-school care, all year round, except for Christmas and family holidays.

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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