

Childminder Report

Inspection date	29 January 2018
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		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder has not identified sufficiently the risks to children's safety when they use equipment which manufacturer guidelines state as not being suitable for their age.
- The childminder has not built effective partnerships with parents and other settings children attend. She does not share enough information to help her complement and build on children's progress and development further.
- The childminder does not have robust evaluation processes and has not accurately identified the weaknesses in her practice or the breaches in requirements.

It has the following strengths

- Children are settled and happy with the childminder. They show that they enjoy spending time with her after a busy day at nursery or school.
- Children behave well. They respond to the childminder's clear guidance about acceptable behaviour. They are polite and have nice manners.
- The childminder ensures that children get daily fresh air and exercise to help promote their health and physical well-being.

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
■ take all reasonable steps to ensure children are not exposed to risk, with particular regard to use of the trampoline, taking into account the manufacturer's instructions for safe use	01/02/2018
■ ensure that there is a two-way flow of information shared with parents and other settings that children also attend so that children's needs can be well met.	01/04/2018

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

- improve the use of self-evaluation to accurately identify and address weaknesses in practice to make improvements to the overall quality of the provision.

Inspection activities

- The inspector accompanied the childminder to collect children from nursery and school and observed the childminder and children in the childminder's home.
- The inspector discussed the learning that was taking place with the childminder.
- The inspector took account of the views of parents and children.
- The inspector spoke with the childminder about her understanding of safeguarding and first aid.
- The inspector looked at some documentation, including the childminder's policies and children's records.

Inspector

Sarah Holley

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has not considered the potential risks to children's safety of allowing them to use equipment that is not suitable. For example, younger children are able to use a trampoline that the manufacturer's safety guidance says is safe for older children only. The childminder does not have robust self-evaluation and risk assessment processes and has not identified this weakness. However, she does supervise children closely when using this equipment and ensures that other aspects of her home are safe and secure. The childminder has made use of some professional development opportunities, but weaknesses in practice mean that she is not making the best use of these to raise the quality of what she does. Parents speak highly of the childminder and say that they trust her to look after their children. Safeguarding is effective. The childminder has a secure knowledge of child protection issues, including how to report any concerns.

Quality of teaching, learning and assessment requires improvement

The childminder does not regularly find out about children's development from their time at nursery or at home and she is not able to fully complement children's progress from elsewhere. She does not always provide children with good levels of challenge in preparation for their future learning and the move to school. For example, she cuts up food for children and pours their drinks, whereas elsewhere they may be developing these skills well. However, she does encourage children to count and build on their mathematical skills, and she reads and talks with children to encourage their developing communication skills.

Personal development, behaviour and welfare require improvement

The childminder's safety procedures are not sufficiently robust to fully ensure children's safety, such as when they use the trampoline. She does not promote children's developing independence well, sometimes doing things for children that they could do for themselves. However, the childminder is kind and encouraging to children and helps them to be respectful and tolerant of each other. She promotes children's physical well-being well and teaches children how to stay safe when out and about. For example, she teaches children about road safety on the daily walk from school and nursery.

Setting details

Unique reference number	EY491972
Local authority	Buckinghamshire
Inspection number	1024812
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 7
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015. She lives in Chesham, Buckinghamshire. She offers care before and after school, Monday to Thursday, during term time only.

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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