

Childminder Report

Inspection date	2 February 2018
Previous inspection date	11 February 2015

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 assess children's progress carefully enough to identify more clearly their next steps in learning. Children make good progress in some areas, particularly in their personal and social development, but achieve less well in others, including mathematics and literacy.
- The childminder misses opportunities to build effectively on children's previous learning and help them progress more quickly, particularly those who are preparing to move up to school.
- The childminder does not evaluate practice effectively enough to identify and address weaknesses in her teaching and children's learning. Her practice requires improvement to be good.

It has the following strengths

- The childminder and her assistant develop positive relationships with children and their parents.
- The childminder provides a welcoming and interesting play environment with good-quality resources that children can explore freely.
- Younger children progress well and have good foundations for future learning.
- The childminder and her assistant understand safeguarding procedures and know what to do if they have concerns about children's welfare.

What the setting needs to do to improve further

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

- | | Due Date |
|---|-----------------|
| <ul style="list-style-type: none"> ■ ensure that assessments of children's progress are regular and precise enough to identify and plan for their learning needs more carefully, to help them make good progress in all areas and fully prepare them for school life | 02/05/2018 |
| <ul style="list-style-type: none"> ■ improve the quality and consistency of teaching to build effectively on children's previous learning and challenge their thinking to help them progress more quickly. | 02/05/2018 |

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

- develop self-evaluation processes to identify and address weaknesses in the quality of teaching and learning, to improve outcomes for children.

Inspection activities

- The inspector observed activities indoors.
- The inspector and the childminder observed and discussed an activity together.
- The inspector talked to the childminder, her assistant, parents and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, the childminder's self-evaluation form, written comments from parents, and evidence of the childminder's training and qualifications.

Inspector
Gillian Little

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder monitors the work of her assistant appropriately to ensure that children are safe and well cared for. Safeguarding is effective. The childminder understands her responsibilities and supports her assistant to follow correct procedures. Parents highly value the childminder's service and state how happy their children are in her care. The childminder shares information with other settings that children attend, to encourage some continuity. However, she does not focus well enough on developing the quality of teaching and learning to achieve good practice overall and her self-evaluation processes are inaccurate. Nevertheless, she has made some improvements since the last inspection in some areas, such as developing children's awareness of safe evacuation procedures.

Quality of teaching, learning and assessment requires improvement

The childminder works closely with parents and carers to keep them well informed about their children's time with her and their progress. She plans activities that interest children and help them to develop some skills. For example, she supports children to take turns as they play a game and to remember the words and actions to favourite songs. However, she does not plan challenges effectively, particularly for older children, and their next steps in learning are very general and lack focus. The childminder sometimes does things for older children that they could try to do for themselves, such as attempting to write their names. The childminder and her assistant miss too many opportunities to reinforce and build on older children's mathematical knowledge and understanding.

Personal development, behaviour and welfare are good

The childminder and her assistant provide a caring and relaxed environment where children form positive friendships and play well together. They support children effectively overall to learn about expectations for good behaviour. The childminder helps children to learn about people who are different from themselves to encourage a positive approach to diversity. She encourages children to learn about healthy lifestyles as they enjoy opportunities for physical play and nutritious food. The childminder teaches children about safety procedures and helps them to develop successful toileting skills.

Outcomes for children require improvement

Babies settle quickly, they enjoy exploring and they practise physical skills with confidence. Toddlers and younger pre-school children engage well in activities, learn to take turns and become confident communicators. Older pre-school children enjoy talking about their play and developing their imaginations, for example, while exploring a small-world train set. However, they lack opportunities to build effectively on their mathematical understanding. They are not able to practise early literacy skills consistently, such as forming letters, to better prepare them for school.

Setting details

Unique reference number	133568
Local authority	Oxfordshire
Inspection number	1089472
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	10
Number of children on roll	6
Name of registered person	
Date of previous inspection	11 February 2015
Telephone number	

The childminder registered in 1992. She lives in Banbury, Oxfordshire. The childminder works with her partner who is a registered assistant. She receives funding for the provision of free early education for children aged three and four years. The childminder offers full-time care throughout the year, including out-of-school care. She holds a recognised early years qualification at level 3.

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