

Childminder Report

Inspection date

7 March 2018

Previous inspection date

16 January 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 always provide younger children with suitably challenging activities and experiences to extend their learning and help them make consistently good progress.
- The childminder and her assistants' teaching strategies are not fully effective. Their interactions with children in their play and activities do not guide and develop their learning well enough to ensure children make consistently good progress.
- The childminder's self-evaluation and improvement strategies are not effective in monitoring her and her assistants' teaching practice, to raise outcomes for children.
- The childminder does not always consider the impact that background noise has on children's ability to concentrate during their activities.

It has the following strengths

- The childminder provides a very warm and welcoming home. Children settle extremely quickly and build very strong bonds with the childminder and her assistants, who are loving and attentive to their needs.
- Partnerships with parents are good. For example, the childminder shares information daily through discussions and a daily diary to keep parents up to date on their children's day and achievements.
- The childminder has established clear policies and procedures that inform her practice. She implements them effectively and shares them with parents.

What the setting needs to do to improve further

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

Due Date

- | | |
|---|------------|
| ■ plan a wide range of suitably challenging activities and experiences for children that takes into account their individual needs, interests and stages of development, to help them make consistently good progress | 07/05/2018 |
| ■ improve the quality of interactions with children, responding to their emerging learning needs and interests. | 07/05/2018 |

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

- develop self-evaluation to identify strengths and areas for improvement, including opportunities for professional development for the assistant in regards to teaching and learning
- monitor the impact of background noise levels in the play area, to make sure that children's concentration and engagement in activities are fully promoted.

Inspection activities

- The inspector had a tour of all areas of the home used for childminding.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector read letters from parents to gain their views on the service they receive.
- The inspector sampled a range of documentation, including safeguarding policies and procedures, and children's learning folders.
- The inspector observed the childminder's and her assistants' interactions with the children, and spoke to children at appropriate times during the inspection.

Inspector

Amanda Perkin

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder has a secure understanding of what to do if she is worried about a child, including protecting children from people with extreme views. She ensures her assistants are qualified first aiders so that they can care for children for short periods and in an emergency. The childminder supervises children well and manages risks appropriately to help keep them safe, such as when they use scissors. She reflects on some aspects of her work. However, she does not evaluate her service well enough to identify and target key weaknesses, particularly in children's learning and development. She has not fully embraced her responsibility to develop her assistants' knowledge of the learning and development requirements.

Quality of teaching, learning and assessment requires improvement

The childminder carries out observations and assessments of the children's development. She uses information gained from parents to help establish children's starting points for learning. However, she does not consistently use what she knows about the children to tailor activities to their individual needs. In her and her assistants' interactions with children, they do not consistently model language and build on children's understanding, for instance, of colours and foods. Children practise their hand-to-eye coordination and physical skills, for example, as they fill the shopping basket full of pretend food and spread tomato sauce onto their pizzas. The childminder reads with the children and encourages them to count, for instance, the number of pirates on the page.

Personal development, behaviour and welfare are good

The childminder and her assistants have a warm and nurturing approach. Children settle well and are confident in the childminder's home. They are supported to behave well and to learn boundaries of behaviour, such as how to share and take turns with toys. The childminder promotes children's good health well. For example, children enjoy making their own pizza pittas for lunch, adding their chosen healthy ingredients. The childminder and her assistants provide opportunities for children to develop their physical skills. Children regularly engage in active play outside, such as walking in the fresh air and during local outings in the community. Children participate in robust hygiene routines and learn about the importance of drinking plenty of water. The childminder encourages and supports children to be independent in their personal care.

Outcomes for children require improvement

Children are not making the progress that they are capable of because the childminder does not plan well for all areas of learning. However, children are developing some skills for their future lives. They are becoming independent as they choose toys from the good range on offer and begin to recognise some numbers during play, developing some mathematical skills and vocabulary.

Setting details

Unique reference number	EY445362
Local authority	Oxfordshire
Inspection number	1085683
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	6
Number of children on roll	16
Name of registered person	
Date of previous inspection	16 January 2015
Telephone number	

The childminder registered in 2012. She lives in the Horspath, in Oxfordshire. The childminder provides care Monday to Thursday from 8am until 5.30pm. She holds a level 3 early years qualification. The childminder works with two assistants, one of whom holds a level 3 qualification.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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