

# Childminder Report

**Inspection date**

8 May 2018

Previous inspection date

8 November 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		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 lacks understanding of what is required for the written progress check when a child is between two and three years of age and with whom to share it.
- The childminder's self-evaluation methods are not rigorous enough to ensure all requirements are consistently met and she is continually enhancing her teaching skills.
- The childminder does not consistently recognise spontaneous teaching moments. She misses opportunities to extend or reinforce children's mathematical knowledge and skills.

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

- Children receive good care and attention by the childminder who has a strong understanding of their needs. Children build a very strong bond to her and are very well behaved.
- The childminder plans adult-led activities well to help children move on in their learning and development.
- The childminder has a very good partnership with parents. She keeps them well informed of children's care and early education. Parents report they are very pleased with the childminder's service.

## What the setting needs to do to improve further

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

### Due Date

- develop an understanding of what is required for the written summary of progress when a child is aged between two and three years and with who, to share it. 09/06/2018

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

- develop self-evaluation methods to identify strengths and areas for improvement, including opportunities for professional development, to ensure all requirements are met and to improve the quality of provision for all children
- make the most of spontaneous teaching, particularly to extend children's capabilities in understanding and recognising numerals, counting and adding more or one less to a given number.

## Inspection activities

- The inspector observed the play activities, spoke to children and evaluated the quality of the teaching in the home.
- The inspector spoke to the childminder at appropriate times during inspection and discussed methods for assessing children's progress, including how she evaluates the quality of provision.
- The inspector took account the views of the parents after reading written questionnaires.
- The inspector carried out a joint observation with the childminder.

## Inspector

Lorraine Wardlaw

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Overall, the childminder understands the importance of continuing to improve her provision, for example, by successfully addressing the action from her last inspection. However, she has not been proactive in identifying areas of her teaching practice that need developing. She has a good overview of children's skills and abilities, but does not realise a written summative check on children's progress is required between the ages of two and three years. Safeguarding is effective. The childminder understands her role to help keep children safe from harm. She has a secure knowledge of child protection issues, and her responsibility to keep risks to a minimum and provide a safe environment for children. The childminder liaises with other settings children attend so they can work together on implementing children's learning aims.

### Quality of teaching, learning and assessment requires improvement

The childminder is unaware she must write and share a summative progress check with parents. However, she interacts and supports children's play and learning generally well. She provides activities, such as a floating and sinking game where older children have fun finding items around the garden and predict if they will float or sink in the water tray. Younger children enjoy exploring and investigating what they can do with water using one-handed play resources. The childminder provides pre-writing and drawing activities to support children's literacy. She talks to children, modelling language to develop their speaking skills and asks them questions. However, she does not make the most of spontaneous opportunities to successfully build on children's mathematical development.

### Personal development, behaviour and welfare are good

Children benefit from the warmth and loving care of the childminder. They feel safe and secure in the homely environment, which is clean, safe and with some play choices available to them. Children are very content and grow securely in their emotional and physical well-being. They follow the routines of the day with ease, and show strong self-assurance and sense of achievement. For example, they proudly display their artwork on the whiteboard. The childminder follows children's home routines, such as sleep time, closely. She ensures that children benefit from drinks, nutritious snacks and meals at regular intervals throughout the day. Children enjoy frequent outdoor play in the garden and learn to keep safe in the sun, by the wearing hats and sun cream. The childminder pays good attention to teaching children how to keep safe around the pet dog.

### Outcomes for children require improvement

Although children are developing skills for their future life, the teaching weaknesses affect their rate of progress in some areas of development. However, children show they are confident and motivated learners, keen to play together and show good imagination. They listen well during story time, answer questions and enjoy talking to the childminder and their friends. Children are starting to be personally independent.

## Setting details

<b>Unique reference number</b>	110548
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	1118199
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	8 November 2017
<b>Telephone number</b>	

The childminder registered in 1997 and lives in Thatcham, West Berkshire. She provides care from 7.45am to 5.30pm, Monday to Friday.

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