

Childminder Report

Inspection date

25 June 2018

Previous inspection date

29 June 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
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		Requires improvement	3

Summary of key findings for parents

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

- The childminder has not given sufficient priority to improving her professional development. Aspects of her practice have not improved since the last inspection, there are some weaknesses in the delivery of the early years foundation stage curriculum.
- Planned activities do not always target children's individual developmental needs. Consequently, children do not routinely receive the teaching they need to progress in their learning.
- Assessments are not consistently accurate or precise. This prevents the childminder from having a good overview of any gaps in children's learning and tackling these effectively.

It has the following strengths

- Children enjoy singing familiar songs. They join in with simple actions, to support their understanding of the words they use. This helps to extend their vocabulary and develop their communication skills.
- Children are developing some skills in readiness for school. For example, they are learning to recognise letters of the alphabet, and to remove their shoes when they come in from the garden. They chat to their friends about what they are drawing which helps to develop their social skills.

What the setting needs to do to improve further

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

	Due Date
■ ensure that assessments completed are accurate, up-to-date and that they are used effectively to identify meaningful next steps in children's learning	03/08/2018
■ implement clear learning objectives for individual children into planned activities, ensuring that they link to the next steps in their development	03/08/2018
■ implement more opportunities for professional development and gain the necessary skills and knowledge to deliver good quality teaching in order to improve outcomes for children.	03/08/2018

Inspection activities

- The inspector sampled a range of documentation, including children's developmental records and staff information
- The inspector spoke to parents to gain their views on the quality of the setting.
- The inspector observed activities both inside and outside to evaluate the support for children's learning.
- The inspector held a discussion with the childminder following an activity to assess how they evaluate the quality of the provision.

Inspector

Maria Conroy

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has completed some training since the last inspection. This includes safer recruitment. However, she has put less focus on working to improve the quality of the teaching and learning for children in her care. Safeguarding is effective. The childminder and her assistant have a sufficient awareness of the procedures in place, if they have concerns about a child. Security procedures are understood by the whole family of the childminder which keeps children safe. For instance, they ensure the front door is locked behind them when they leave the house. The childminder is aware of the required checks when employing assistants in order to support decisions of suitability. All adults working with the children have a relevant first aid qualification, which supports them in knowing the procedures to follow in the event of an accident. The childminder works in partnership with parents to meet the needs of children and their families. Positive comments provided in parental feedback indicate that they are happy with the service provided.

Quality of teaching, learning and assessment requires improvement

The childminder observes children's progress. However, the information is not effectively used to identify accurate next steps in children's learning. Systems for monitoring gaps in children's achievements are not always kept up-to-date or used well enough to inform planning. As a result, this impacts negatively on the delivery of the activities. This means they are not consistently targeted at helping individual all children move forward in their development. For example, during sand play the childminder and her assistant fail to extend children's learning further. Free play activities do not always offer sufficient challenge and some lack inspiration. For example, a box of plastic animals is placed on the floor, with no other resources for children to develop their play. As a result, some of the younger children lose interest and move away from the activity quickly.

Personal development, behaviour and welfare require improvement

Children are not regularly motivated by the activities on offer. Therefore, this reduces the opportunities for them to engage and learn. Children generally behave well and have some opportunities to share and take turns. They have formed secure relationships with the childminder and her assistant. Children are gaining the skills they need to use equipment safely. For example, the younger children are supported by the childminder when they climb the steps of the slide. There are daily opportunities for children to develop their physical skills and promote their good health. They enjoy being outdoors using a variety of equipment. For instance, they use small tools to dig in the sand and pedal cars.

Outcomes for children require improvement

All children are making typical progress. However, some weaker teaching means that children do not make the progress they are capable of. On the whole, children enjoy the activities provided. They show curiosity when they spot a spider crawling in the sand tray and count how many legs it has. Young children concentrate as they carefully load their spoon and fill containers with sand. They enjoy mark making, using chalks and water.

Setting details

Unique reference number	EY391733
Local authority	West Berkshire (Newbury)
Inspection number	1119556
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	12
Number of children on roll	14
Name of registered person	
Date of previous inspection	29 June 2017
Telephone number	

The childminder registered in 2009. She lives in in Newbury in Berkshire. The childminder operates her service Monday to Friday. The childminder provides care to children who are in receipt of funding for the provision of free early education for children aged three and four years. The childminder employs two assistants that she works with at different times.

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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