

Childminder Report

Inspection date

25 June 2018

Previous inspection date

16 June 2016

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		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 does not accurately assess children's progress and does not make use of information from parents when children start with her. This does not support her to plan precise learning experiences for individual children to help them make the best possible progress.
- The childminder is not fully effective in establishing strong partnership working with other early years settings children attend to help continuity of children's care and learning.
- The childminder does not accurately evaluate her practice to help ensure she is meeting requirements and identify areas for development to help raise the quality of her provision and improve outcomes for children.

It has the following strengths

- Children are happy and content in the childminder's care. They have developed attachments to her, helping their emotional well-being.
- Overall, children behave well and learn to value others. They develop social skills. The childminder supports them to take turns and share.

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

- | | |
|--|-------------------|
| <ul style="list-style-type: none">■ implement effective systems to assess children's progress and include the views of parents to help plan more effectively to meet children's learning and development needs from the start. | <p>01/08/2018</p> |
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To further improve the quality of the early years provision the provider should:

- strengthen communication with other settings children attend to promote continuity of care for individual children
- strengthen self-evaluation to more accurately identify and address weaknesses in practice and improve outcomes for children.

Inspection activities

- The inspector had a tour of the premises, observed children taking part in activities and evaluated the impact on their learning.
- The inspector sampled a range of documentation, including records of children's learning and suitability checks for adults living in the household.
- The inspector spoke with the childminder at convenient times during the inspection.

Inspector

Claire Boparai

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder risk assesses effectively to help keep children safe in her home and has recently taken steps to enhance risk assessments while on outings, such as the school run. Although the childminder shared written documentation with parents about a recent notifiable incident, she did not inform Ofsted. This was discussed during the inspection and the childminder is now aware of her responsibilities. The childminder has not reflected rigorously enough on her practice to fully monitor, assess and improve the quality of her teaching and identify breaches in requirements. However, she has attended some training which has raised her knowledge of safeguarding practice. She has a better understanding of how to identify and report any concerns for children's welfare, including those that may be at risk from extreme views.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable and the assessment of children's learning is not fully effective. The childminder does not always recognise opportunities that arise to help children complete some personal tasks for themselves and further support their language skills as she does not always listen carefully to their responses to help extend their learning. This does not ensure that children are supported to make the best possible progress. Overall, the childminder shows enthusiasm when playing with children and supervises them well. She provides children with opportunities to be physically active. For example, they laugh as they jump to catch bubbles in the air.

Personal development, behaviour and welfare require improvement

The childminder does not gain and use information from parents about what children know and can already do to help her meet their individual learning, development and care needs. In addition she has not established partnerships with other settings children attend to help assess and plan for children's learning. The childminder provides praise as she recognises children's efforts and achievements and sensitively supports them when they feel tired or upset. This helps children to develop their sense of self-esteem.

Outcomes for children require improvement

The lack of clear assessments of children's development does not support them to make the most progress possible while in the childminder's care. They demonstrate some of the key skills that prepare them for their future learning. For example, children are confident and eager to learn.

Setting details

Unique reference number	EY424457
Local authority	Buckinghamshire
Inspection number	1139382
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 7
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	16 June 2016
Telephone number	

The childminder registered in 2011 and lives in Bedfordshire. She operates for most of the year, Monday to Friday.

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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