

Childminder Report

Inspection date

18 July 2018

Previous inspection date

16 June 2014

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:

- At times, the childminder does not ensure that assistants follow good hygiene practices, particularly in relation to the use of potties and supporting children to wash their hands.
- The childminder does not provide effective guidance to her assistants to help them gain a better understanding of how children learn and develop.
- Although the childminder and her assistants supervise children well, they do not use the key-person system successfully to focus carefully on their key children's learning.
- The quality of teaching is inconsistent and children make less progress in some areas of learning than others.
- The childminder does not evaluate or develop her practice well enough to address all weaknesses and it requires improvement to be good.

It has the following strengths

- The childminder and her assistants develop positive relationships with parents and keep them well informed about their children's time in the setting.
- Children behave well, overall, and build good friendships. They enjoy exploring some of the activities on offer and are able to develop their independence.
- Children have some opportunities to learn about different people and communities to support their understanding of diversity.
- Children acquire some helpful skills in some areas of development.

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
■ improve procedures to ensure good hygiene on the premises to support children's health, particularly in relation to their toileting and handwashing routines	01/08/2018
■ provide better support and guidance for assistants to improve their understanding of how to assess and build on children's progress	18/10/2018
■ develop the key-person system to focus more effectively on children's individual learning needs and interests	18/10/2018
■ improve the quality of teaching and broaden the range of learning experiences to help all children make good progress consistently across all areas of learning.	18/10/2018

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

- develop self-evaluation processes to identify and address weaknesses in practice to lead to better outcomes for children.

Inspection activities

- The inspector observed activities both indoors and outdoors.
- The inspector and the childminder observed and discussed an activity together.
- The inspector talked to the childminder, assistants, children and parents at appropriate points throughout the inspection.
- The inspector looked at children's assessment records, and some evidence of the childminder and assistants' training records.
- The inspection was carried out following the risk assessment process.

Inspector

Gillian Little

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder works within appropriate ratios of adults to children, and she provides sufficient facilities at the premises to meet children's needs. Safeguarding is effective. The childminder and her assistants follow appropriate risk assessment and safety procedures to help keep children safe. The childminder maintains suitable communications with Ofsted, parents and other professionals to meet relevant requirements. She ensures that she and her assistants have a sufficient understanding of safeguarding and first-aid procedures to help protect children. However, the childminder does not monitor her practice effectively, including the work of her assistants, and this leads to weaknesses that impact on children's welfare, learning and development.

Quality of teaching, learning and assessment requires improvement

The childminder and her assistants sometimes teach children appropriate skills. For example, they help children to match numbers to quantity and to understand simple addition. They sometimes engage children appropriately in discussions but at other times use little interaction to support learning and communication skills effectively. The childminder and her assistants do not focus well on their key children and tend to spread their attention across all children present. While this approach works well to support children's safety, it does not enable adults to build effectively on children's individual learning needs and previous progress.

Personal development, behaviour and welfare require improvement

The childminder and her assistants generally support children's understanding of behaviour positively and they help children play well together. They support children's understanding of people from different backgrounds, such as through celebrating different customs and festivals. The childminder provides sufficiently nutritious meals and snacks for children and helps them to learn about where food comes from. However, at times, she does not ensure good hygiene practices. For example, adults sometimes do not enable children to wash their hands after toileting or before eating, and they provide potties for children's toileting needs in areas used for eating meals.

Outcomes for children require improvement

Children develop some skills in preparation for their next steps in learning and for school. They become more confident to engage in messy play activities and they develop some creative skills. Children enjoy looking at books and sharing stories. They challenge their physical skills, such as climbing, swinging and sliding, which supports their coordination and use of muscles. However, they miss out on opportunities to find out more about early writing, some aspects of mathematics and the world around them. At times, they do not receive encouragement to express their ideas, thoughts and feelings.

Setting details

Unique reference number	EY430995
Local authority	West Berkshire (Newbury)
Inspection number	1141431
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	16
Number of children on roll	22
Name of registered person	
Date of previous inspection	16 June 2014
Telephone number	

The childminder registered in 2011. She lives in Theale, Berkshire. The childminder employs one full-time and two part-time assistants. She receives funding for the provision of free early education for children aged three and four years. The childminder offers full-time places on weekdays throughout the year, including out-of-school care. She holds a recognised early years qualification at level 2.

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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