

Childminder report

Inspection date	20 September 2018
Previous inspection date	20 October 2017

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

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

- The childminder does not consistently implement effective strategies to enable children who speak English as an additional language to develop their communication skills.
- The childminder does not make effective use of all opportunities to help children extend their interest and learning. Children's progress is not always supported, for example, in reading.
- The childminder does not make effective use of systems to reflect on the quality of her service to help her identify all areas where she needs to improve.
- At times, children do not receive sufficient support to help develop their awareness of the importance of good personal hygiene.

It has the following strengths

- The childminder supports children's physical development well. She makes good use of opportunities inside and outside the home for children to enjoy physical challenges.
- Children have secure relationships with the childminder, which help to support their emotional well-being and sense of belonging. The childminder encourages children to take turns and share with each other.
- The childminder builds positive relationships with parents. She shares information with parents and other settings, which children attend, to help enhance continuity in their care and learning.

What the setting needs to do to improve further

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

	Due date
improve teaching to ensure children who are learning to speak English as an additional language develop their communication and language skills more effectively.	20/11/2018

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

- extend opportunities for children to follow their own ideas and fully engage in learning, for example, in reading
- develop more-effective systems for self-evaluation to help identify and address areas of weakness
- increase opportunities to develop children's understanding of good hygiene practices.

Inspection activities

- The inspector observed the quality of the childminder's interactions and teaching, and the impact this has on children's care and learning.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector looked at a sample of documentation, including the childminder's policies and the children's learning records.
- The inspector checked evidence relating to the childminder's suitability to work with children and of the suitability of adults living on the premises.
- The inspector spoke to the childminder and children at various times during the inspection.

Inspector

Eileen Chadwick

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. The childminder understands her role in child protection and is able to recognise when a child may be at risk from harm. She attends training to keep up to date with safeguarding legislation. She teaches children to wash their hands before snacks and lunches, but does not do so before they handle and eat their edible play food after outdoor play. The childminder has not taken steps to ensure she is meeting the needs of children learning English as an additional language, although she has recently booked on training to extend her skills in this area. She has taken action to address recommendations raised at the last inspection but has not yet developed effective arrangements to support her to identify areas of practice that need improving.

Quality of teaching, learning and assessment requires improvement

The quality of the childminder's teaching is variable. She interacts enthusiastically with children and joins in their play at appropriate times. She gives children appropriate opportunities to explore different toys, including technological toys with moving parts. The childminder tracks children's progress and, overall, uses this effectively to plan their next steps. However, at times, she does not help children to sustain their own interests and introduces new areas too quickly. The childminder does not give children who speak English as an additional language enough opportunities to hear and repeat simple words, for example, about items they play with and use.

Personal development, behaviour and welfare require improvement

The childminder supports the children to understand about fairness and they learn to be kind to each other. Children like joining in with daily routines and activities. For example, they enjoy outings to different toddler groups and local parks. The childminder enables children to try tasks for themselves and gain independence. For example, they help to tidy away. Children gain good small-muscle control. For example, they cut up soft fruit at snack times with safety knives. However, the childminder does not ensure children wash their hands before handling and eating cereal from the indoor sensory play tray.

Outcomes for children require improvement

Children lose interest during some activities and those who speak English as an additional language do not receive the support they need to further their speaking skills. Children attend the library but cannot readily access books in the setting for themselves. However, children are developing some skills to support their move to school. Children are happy and confident. They are interested in making marks and exploring sensory materials. Children enjoy outdoor physical activity, such as cleaning and drying wheeled vehicles before riding them.

Setting details

Unique reference number	EY439762
Local authority	Oxfordshire
Inspection number	10077409
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 7
Total number of places	5
Number of children on roll	5
Date of previous inspection	20 October 2017

The childminder registered in 2011 and lives in Thame, Oxfordshire. She operates her service all year round, Monday to Friday, except for bank holidays and family holidays. She provides care from 7am to 6pm.

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