

# Childminder report

<b>Inspection date</b>	25 September 2018
Previous inspection date	14 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
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 quality of teaching is variable. The childminder is less effective at supporting the progress of toddlers and younger children. She does not have high enough expectations of what these children can achieve.
- The childminder does not plan thoroughly to capture the interest of younger children. These children, although settled and happy, engage in activities at a routine level and do not make progress at the rates of which they are capable.
- Self-evaluation is not rigorous enough. The childminder does not identify areas of weaker practice in order to make ongoing improvements.
- Although the childminder makes use of some professional development opportunities, she does not reflect well on what she has learned in order to improve practice.

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

- The childminder supports older children's learning effectively in preparation for starting school. She plans a wide range of activities that they enjoy and which helps them make progress.
- Children feel settled and safe. For example, even children who have been with the childminder for only a short time show that they are relaxed in her care.
- The childminder builds useful partnerships with parents and staff at nurseries and schools. She uses these effectively to find out about routines and to build an accurate picture of each child's current abilities.

## 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 planning and teaching so that younger children are excited to join in and make good progress with their early personal, communication and physical skills.	01/12/2018

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

- improve the use of self-evaluation to identify and address weaknesses in practice accurately, to make improvements to the overall quality of the provision
- make better use of professional development opportunities to improve practice and strengthen understanding of how very young children learn and develop.

### Inspection activities

- The inspector observed children and the childminder in the childminder's home and accompanied them on a short outing in the local community.
- The inspector discussed the learning that was taking place with the childminder.
- The inspector talked with the childminder about her understanding of safeguarding and first aid.
- The inspector took account of the views of parents.
- The inspector looked at documentation, including children's records and the childminder's policies.

**Inspector**  
Sarah Holley

## Inspection findings

### Effectiveness of leadership and management requires improvement

The childminder does not make regular or meaningful evaluations of her own performance. For example, she has not reflected on how she can support younger children in their learning as well as meeting their care needs. Although she has completed some additional training since the last inspection, she has not consistently used her learning to deliver teaching of a consistently good standard. Safeguarding is effective. The childminder supervises children closely at all times. Her home is safe and secure. She has a thorough understanding of child protection issues, including how to report any concerns about a child's welfare.

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

The childminder does not make thorough use of her accurate assessments to plan and deliver activities that consistently challenge and excite younger children to learn. For example, although children enjoy splashing in water, the childminder does not introduce children to relevant words about what they are doing or show them new ways of pouring and collecting water. Children quickly lose interest. At the park, when children want to climb on benches, she removes them because it is not safe, but does not encourage them to use more appropriate climbing equipment. However, the childminder does plan more effectively for older children. For example, she extends their understanding of the world with trips to see and learn about different animals. They enjoy visiting the library to choose books and she plans a wide range of activities to teach them how to use tools, such as pens, pencils and scissors.

### Personal development, behaviour and welfare require improvement

Children spend too much time not engaging in meaningful learning. For example, the childminder does not plan how to use routine times to help children learn new skills. For example, children become restless as they are asked to sit and wait for meals to be prepared. However, she does promote the benefits of a healthy lifestyle effectively. For example, she provides nutritious meals and access to fresh air. She is clear and consistent about acceptable behaviour, and children show that they are learning well about right from wrong. There are warm bonds between children and the childminder, who remains calm and reassuring throughout the day.

### Outcomes for children require improvement

Due to the inconsistencies in teaching, younger children do not progress from their starting points as quickly as they could. However, older children make steadier progress and by the time they start school have gained a broad set of useful skills. For example, they learn to recognise and write familiar letters and words. They learn to count accurately and to understand a range of mathematical concepts.

## Setting details

<b>Unique reference number</b>	EY385980
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10065524
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	14 June 2016

The childminder registered in 2008. She lives in Bicester, Oxfordshire. She operates her service on weekdays, for most of the year. The childminder has an early years childcare qualification at level 3.

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