

# Childminder report

<b>Inspection date</b>	14 January 2019
Previous inspection date	28 September 2015

<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		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- The childminder does not use observation and assessments on children as well as she could to help identify the progress they make, recognise less obvious gaps in their learning and plan for their next steps.
- The childminder does not gather information from parents about what children already know and can do when they start attending the setting or share information with them about children's ongoing development, to ensure a consistent approach and help target their learning needs precisely.
- The childminder does not make the best possible use of information sharing with other settings that children attend, to ensure there is a consistent approach to children's care and learning.
- On occasion, the childminder does not notice when opportunities arise to support children's early understanding of counting and numbers.

### It has the following strengths

- Children have positive relationships with the childminder and she meets their care needs effectively. They have access to a wide range of resources inside and outside, and enjoy exploring and investigating.
- The childminder is skilled in supporting children's language skills. From an early age children become competent communicators.
- Children enjoy activities that support their early writing skills. For example, the childminder provides a good range of writing resources to enable children to record their ideas during play.

## 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
monitor children's achievements more effectively to identify their stage of development, to plan for their learning more accurately.	25/01/2019

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

- collect information from parents about children's early achievements at home to establish their starting points, and share information with them more precisely, to help plan effectively for children's future learning and development
- improve the sharing of information with other settings that children attend to help target children's learning needs more precisely
- make better use of opportunities that arise for children to explore and use numbers and counting, to help develop their mathematical skills further.

### Inspection activities

- The inspector observed children and the childminder playing together.
- The inspector examined the records and documents provided by the childminder.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children, and how she monitors their learning and development.
- The inspector viewed the areas of the home used by children.
- The inspector completed a joint evaluation of an activity with the childminder.

### Inspector

Ingrid Howell

## Inspection findings

### Effectiveness of leadership and management requires improvement

The arrangements for safeguarding are effective. The childminder has a good understanding of the signs that indicate a child may be at risk of harm. She knows the procedure to follow if she has concerns about a child's welfare. She has completed online training and receives regular updates from the local authority to help keep her knowledge and skills up to date. The childminder forms positive relationships with parents. She shares daily information with them about their children's care and asks them for feedback to help improve her practice. However, she does not consistently involve parents in the initial assessments on entry to her setting or share information with them about how their children are progressing to enable them to support learning further at home. Furthermore, although she receives newsletters from other settings that children attend, she does not share information with them about what children know and can do in her setting to ensure a shared approach to children's learning.

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

The childminder interacts well with children and, generally, has a suitable awareness of children's overall development. However, she does not use this information successfully to assess and track children's progress or to identify any areas of delay to help them to catch up quickly. Nevertheless, overall, children make steady progress and enjoy a range of activities to support their learning. For example, the childminder supports their speaking and listening skills successfully, such as when they use storyboards to create pictures and talk about what they can see. Children have good opportunities to learn about the wider world. For example, they collect eggs from the childminder's chickens and use them during cooking activities, helping them to understand where their food comes from.

### Personal development, behaviour and welfare are good

Children have good opportunities to develop their physical well-being and good health. They take part in physical games and learn the importance of making healthy food choices. The childminder has a good understanding of the importance of keeping children safe. For example, she checks the environment daily to eliminate any potential risks. The childminder supervises children well and successfully helps them to understand how to keep themselves safe. For instance, she explains to them that some behaviours, such as running indoors, might be dangerous as there is restricted space. Children's behaviour is good. The childminder acts as a good role model and gives children lots of praise to help reinforce positive behaviour. Children are friendly, polite and respond well to the childminder's positive interactions.

### Outcomes for children require improvement

Overall, children develop within the typical range for their age and they are settled and secure. They contribute well to discussions and show good skills in speaking and listening. However, some children do not consistently make the progress they are capable of as teaching is not always targeted as precisely as possible.

## Setting details

<b>Unique reference number</b>	EY339421
<b>Local authority</b>	Reading
<b>Inspection number</b>	10065533
<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>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	28 September 2015

The childminder registered in 2006. She lives in Emmer Green, Berkshire. The childminder works Monday to Friday term time only. She has a relevant early years qualification at level 3.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

