

Childminder report

Inspection date	25 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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

This is a provision that requires improvement

- The childminder does not identify weaknesses in her practice effectively, including those related to risk. She has failed to identify risks to children's safety in the garden effectively.
- The childminder's understanding of managing children's behaviour in line with her policy does not support children's emotional well-being. She fails to help young children to manage their feelings and behaviour in a manner that is appropriate to their age.
- The childminder does not plan effectively to help children, including those who speak English as an additional language, reach expected levels of development for their age, particularly in areas such as speaking and communication.
- Teaching is inconsistent and interactions do not focus precisely enough on addressing the differences in children's learning to ensure that every child makes the progress they are capable of.

It has the following strengths

- Children develop warm relationships with the childminder. They attend groups where they have opportunities to play with other children and start building relationships in a wider social group.
- The childminder ensures that parents receive daily feedback about children's routines and daily experiences. They write that they are very pleased with the service provided.

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
implement effective risk assessments so that all risks to children are managed effectively and hazards are removed or minimised to ensure children's safety, including in the outdoor play spaces	01/04/2019
improve understanding of positive behaviour management strategies and better support young children to manage their feelings and behaviour	01/04/2019
plan effectively to meet children's individual needs, taking into account their interests, age and stage of development, so that they are engaged well, stimulated and motivated to learn more	03/06/2019
improve teaching and interactions with younger children to encourage them to extend their early communication, listening and attention skills.	03/06/2019

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

- use self-evaluation to identify and address any weaknesses in provision and to help identify where professional development can be completed to improve the overall quality of practice.

Inspection activities

- The inspector viewed the areas of the premises used for childminding.
- The inspector observed the quality of interactions and assessed the impact this has on children's development.
- The inspector reviewed a range of documentation, including the childminder's training certificates and children's records.
- The inspector discussed a planned activity with the childminder.
- The inspector took into account the written views of parents.

Inspector
Melissa Cox

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. The childminder shows a suitable awareness of the steps to follow if she has a concern about a child. She adequately minimises risks to young children in her home, for example through the use of safety gates. However, her risk assessments do not extend to her garden. For example, she has not followed the manufacturer's instructions for the use of large play equipment, such as the trampoline, or identified that the large step ladder in reach of the children may pose a risk. The childminder took some steps on the day of the inspection to minimise these risks. The childminder adequately monitors children's progress but does not take robust steps to address gaps in their learning. She fails to accurately identify the weaknesses in her provision or identify priorities for improvement, although she has taken some steps to access mandatory training, such as safeguarding.

Quality of teaching, learning and assessment requires improvement

The childminder does not have a secure understanding of how to adapt activities to meet the different ages and abilities of children participating. For example, during a weighing activity, she asks challenging questions around the weight of items, which young children are not able to understand or respond to. Children who speak English as an additional language do not progress well enough in their communication and language skills. The childminder fails to model language sufficiently well to young children or provide them with opportunities to learn new words. Children play with a range of resources and are supported to make choices. However, the basic range on offer does not motivate children in their learning. For example, there are limited resources for children to use with the play kitchen and they quickly lose interest and walk away.

Personal development, behaviour and welfare require improvement

The weakness in the childminder's understanding of how to manage children's behaviour positively impacts on the progress children make in their personal and social development. For example, the childminder fails to model effective strategies to help young children learn to take turns and share resources. However, children do develop suitable relationships with the childminder, who is caring and attentive to their needs. Children extend their physical skills, for example as they ride on scooters or chase after balls in the garden. The childminder follows effective hygiene routines, such as at handwashing at mealtimes and after nappy changing.

Outcomes for children require improvement

Children make slow progress in their learning and develop some basic skills in readiness for school. They show suitable levels of curiosity and some eagerness to explore their environment, such as digging in the sand or climbing up the slide. However, they do not sustain their concentration at activities as these are not sufficiently planned to meet their individual needs.

Setting details

Unique reference number	EY501578
Local authority	Slough
Inspection number	10080016
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 - 6
Total number of places	4
Number of children on roll	3
Date of previous inspection	Not applicable

The childminder registered in 2016 and lives in Slough. She operates Monday to Friday from 7.30am to 6pm, throughout most of the year.

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