

Childminder report

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| Inspection date | 9 April 2019 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: Previous inspection: | Inadequate Not applicable | 4 |
|---|---|-------------------------------------|----------|
| Effectiveness of leadership and management | | Inadequate | 4 |
| Quality of teaching, learning and assessment | | Inadequate | 4 |
| Personal development, behaviour and welfare | | Inadequate | 4 |
| Outcomes for children | | Inadequate | 4 |

Summary of key findings for parents

This provision is inadequate

- The childminder does not plan well for each child's learning. She does not consider well enough how she is going to provide activities and resources that help each child to make the next steps in their progress. Children do not engage well in their learning.
- The quality of teaching is weak. The childminder does not use her interactions with children effectively to help them develop new skills or build further on what they already know. Children do not make the progress of which they are capable.
- Children do not receive the support they need to help them behave well. The childminder does not help children learn acceptable behaviour and how to manage their emotions or respect others' feelings.
- The childminder does not achieve successful partnership working with all parents. She does not exchange in-depth information with them about children's progress so that they can work together to support children's ongoing development.
- The childminder does not regularly reflect on the quality of teaching and learning. She has not identified the significant weaknesses in her practice.

It has the following strengths

- The childminder is kind and caring towards the children.
- Children have daily opportunities for outdoor play, either in the garden or at nearby parks and recreational areas. This helps to promote their physical skills.

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 |
|--|------------|
| plan and deliver consistently stimulating learning experiences for all children to help them make good progress | 10/05/2019 |
| improve the quality of teaching so that all children consistently receive good levels of challenge and support to make good progress | 10/05/2019 |
| develop knowledge and skills to ensure a consistent approach to managing behaviour and use effective strategies to help children learn about acceptable behaviour | 10/05/2019 |
| improve partnership working with parents so that children benefit from a consistent and collaborative approach to support their learning in the setting and at home. | 10/05/2019 |

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

- use and develop a thorough process of self-evaluation to help identify weaknesses and ways to improve the quality of practice.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed an evaluation of an activity with the childminder.
- The inspector held several discussions with the childminder and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons living in the household. The inspector discussed with the childminder how she reflects on her practice.
- The inspector undertook a tour of the premises.

Inspector
Amanda Perkin

Inspection findings

Effectiveness of leadership and management is inadequate

The childminder does not effectively evaluate her service and there is not a well-focused action plan in place to secure further improvement. While she has undertaken some professional development opportunities, these have not supported her to improve the quality of the teaching, learning and care she provides, and she lacks the ability to promote children's learning. Nevertheless, the childminder has an up-to-date knowledge of child protection issues and the procedures to follow if she has concerns about children's welfare. The childminder keeps the required records, for example she maintains an accurate register of children's attendance. She has attended recent safeguarding training. The childminder understands child protection issues and knows to report any concerns, including allegations, to the relevant authorities. Safeguarding is effective.

Quality of teaching, learning and assessment is inadequate

The childminder does not have a secure knowledge of how children learn. She does not provide enough challenge to extend their learning. Although she makes some observations and assessments of children's development, these are not sufficiently accurate to enable her to plan effectively to meet their individual needs. The childminder does not ensure the environment is well set out with an interesting range of toys and resources to encourage children to explore. This leads to children wandering around and not being engaged in play. The childminder's lack of teaching skills limits the rate at which children make progress in readiness for school. Children choose what they want to play with and the childminder sometimes sits and interacts with them as they play. When she joins in with children's play, her teaching skills show a lack of direction and purpose for the children. For example, she sets up a painting activity to support children's learning of colours. This is poorly planned and children quickly lose interest as they only have access to green and red paint. Quieter children are frequently ignored and left to their own solitary play, or seek out visitors to play with them. The lack of time spent interacting and teaching children has a negative impact on their developmental progression.

Personal development, behaviour and welfare are inadequate

Overall, children do not settle well to their play and learning. They quickly lose interest in what is on offer. The weaknesses in teaching impact on children's behaviour, as they become bored and engage in attention-seeking behaviour as they are not always stimulated. The childminder does not manage children's behaviour consistently, so they learn how to behave around others. The childminder is not a good role model to children. She does not show children how to manage their feelings positively, including giving them clear and appropriate messages about their behaviour. The childminder does not enable children to carry out age-appropriate tasks independently. For example, she does not teach children to tidy away toys, as she does this for them. The childminder does not work sufficiently well with parents to support children who are not progressing as well as possible with their self-care, and has not fully considered what support to provide. This impacts on children's self-esteem. Children have opportunities to visit local groups, and places of interest in the local community. This helps extend their knowledge

and understanding of the diverse lives, cultures and backgrounds of people in the wider world.

Outcomes for children are inadequate

Not all children develop good skills that prepare them well enough for the next stage in their learning. Some appear bored and they are not always engaged and motivated to learn. They do not learn to concentrate or participate in activities for long periods. Children of all ages enjoy sharing books. However, the weakness in teaching means children are not consistently challenged and engaged in their learning to make good progress.

Setting details

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| Unique reference number | EY541857 |
| Local authority | Oxfordshire |
| Inspection number | 10089573 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 - 3 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Date of previous inspection | Not applicable |

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

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