

Childminder report

Inspection date	20 May 2019
Previous inspection date	26 November 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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

- Teaching is variable. The childminder does not use her knowledge of children's abilities to plan activities that challenge them. Children do not make good enough progress in all areas of learning.
- The organisation of the daily routine does not always allow sufficient time for babies to develop the skills they need to feed themselves.
- The childminder has begun to attend cluster meetings in her local authority, which has motivated her to explore further training opportunities. However, this is in the early stages and has yet to have an impact on practice and children's outcomes.

It has the following strengths

- Children demonstrate they understand the consequences of their behaviour. For example, they say 'sorry' and give their friends a hug if they hurt another child by accident.
- Children have formed positive relationships with the childminder. They confidently ask her questions, enjoy a cuddle and become familiar with the daily routine, while in her care.
- The childminder has suitable procedures in place to keep children safe in the home, and while taking children on outings.

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 the assessment and planning processes to ensure that activities and interactions challenge and focus children on what they need to learn next, to help them make consistently good progress across all areas of learning	31/07/2019
review the organisation of some activities to allow time for younger children to further support their growing independence.	31/07/2019

Inspection activities

- The inspector sampled a range of documentation, including records of children's learning, training certificates and information displayed for parents.
- The inspector took into account the views of parents.
- The inspector checked the areas used by the children on the ground floor.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.

Inspector
Maria Conroy

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder has addressed the weaknesses identified at the last inspection effectively. For instance, the areas used by the children are clean and tidy, including all areas accessible to the children. The childminder continues to work with the local authority to help drive improvement in the quality of teaching. She has attended some training, for example on 'healthy teeth'. As a result, children who miss out on brushing their teeth due to hours they attend, clean their teeth at the setting. Safeguarding is effective. The childminder is vigilant when supervising children, for instance while transferring children from the car to the house. She ensures young children are seated in appropriate chairs during mealtimes. However, the organisation of mealtimes does not consistently encourage babies to develop the skills they need to feed themselves.

Quality of teaching, learning and assessment requires improvement

The childminder demonstrates a sufficient understanding of the early years foundation stage curriculum. She knows the children well and is aware of their developmental needs. However, the childminder does not plan activities well enough to consistently personalise the learning for individuals, when there are children of different ages present. Hence, the learning opportunity is reduced. The childminder works with parents and other settings children attend, to support their learning. Parents confirm they are kept updated both verbally and through their child's file.

Personal development, behaviour and welfare require improvement

Children sometimes lose interest in the planned activities. However, they learn to be considerate and kind to their friends. Older children are particularly helpful to their younger friends, supporting them during their play. Children learn to follow the daily routine with confidence. For example, they hang up their coat and take off their shoes. Children follow good hygiene practices and learn to become independent in the bathroom. For instance, they stand on the step, wash their hands and identify their towel to dry off afterwards.

Outcomes for children require improvement

Overall children generally learn the skills they need in readiness for school, although, on occasions, the childminder does not provide sufficient challenge. Nevertheless, children learn to write their name, follow simple instructions and become independent. Children benefit from listening to regular stories and singing rhymes to support their communication skills. Children enjoy exploring play dough. Young children make marks and notice patterns, while older children use their imagination to make their favourite pizza.

Setting details

Unique reference number	EY338221
Local authority	Slough
Inspection number	10086534
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	6
Number of children on roll	5
Date of previous inspection	26 November 2018

The childminder registered in 2006 and lives in Slough, Berkshire. She offers care Monday to Friday from 7am to 6pm, throughout the year. The childminder holds an appropriate childcare qualification.

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.

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