

Childminder report

Inspection date	3 July 2019
Previous inspection date	27 July 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not Met (with actions)	
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 have effective procedures for administering medication to children.
- The childminder does not carry out precise observations and use this information of children to plan effectively to address gaps in their individual learning and development.
- Other than mandatory training, the childminder does not fully target professional development opportunities to further enhance her skills and raise the quality of teaching to a higher level.
- The childminder does not make the best use of opportunities to share detailed information with parents about children's learning and development priorities.

It has the following strengths

- The childminder is caring and nurturing. Children are happy and secure in her care.
- The childminder takes effective action to ensure that risks in the environment are minimised. This helps to keep children safe and secure while in her care.
- Parents comment that they appreciate the childminder's service and are happy with what she provides.
- Children have daily access to the childminder's outdoor area. This means that they have regular opportunities to explore and investigate the natural world around them.

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
obtain and keep an accurate written record each time medicine is administered to children	18/07/2019
use accurate assessments of children's development to monitor and evaluate their progress more precisely and identify ways to encourage each child's next steps in learning.	18/07/2019

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

- explore ways to engage in professional development opportunities that focus more precisely on further developing knowledge and skills and raising the quality of teaching to an even higher level
- strengthen the way that information about children's learning priorities is shared with parents to make those partnerships even more effective and children's individual learning more sharply focused.

Inspection activities

- The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning. She jointly evaluated an activity with the childminder.
- The inspector spoke with the childminder, a parent and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household. She also viewed records of children and discussed the childminder's policies.
- The inspector took account of the parents' views through their written comments.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

Inspector

Anneliese Fox-Jones

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder has a positive attitude to improving her provision. However, she has not effectively identified weaknesses in her practice. For example, she does not have rigorous procedures for administering medicines. This compromises the children's well-being. However, this is an administrative oversight and does not put children's safety and welfare at significant risk because parents give her some instructions, including details about the required dosage. The childminder has attended safeguarding training to ensure that her knowledge is up to date. She has a secure knowledge of how to keep children safe and understands the procedures to follow if she has any concerns about a child's welfare. Safeguarding is effective. The childminder carries out some self-evaluation. However, she does not accurately identify professional development or specific areas that need to improve to meet children's changing learning needs.

Quality of teaching, learning and assessment requires improvement

Although the childminder carries out some assessments of children, these are not used effectively to help her understand how the early years foundation stage links to children's level of achievement, and ongoing learning styles, to target their future learning experiences. This means that the individual needs of the children are not clearly identified or addressed during play or planned for with priority. Nonetheless, the childminder promotes children's communication and language skills. For example, she asks older children questions and encourages them to think. Children are mostly engaged and motivated in their play. The childminder talks to the children and helps them to develop their vocabulary, such as describing features of objects they are drawing with water and paintbrushes.

Personal development, behaviour and welfare require improvement

Weaknesses in the childminder's leadership and management have an impact on children's health and welfare. However, the childminder promotes children's emotional well-being and helps raise their self-esteem. For example, she uses positive praise when children are kind and helpful towards each other. The childminder develops positive partnerships with parents when children begin at the setting. She talks to them about children's care routines and preferences and follows these when children start. This helps children to form positive attachments. The childminder supports younger children's understanding of routines by giving simple instructions. She encourages them to understand the rules and expectations of the setting. Children have an appropriate understanding of what makes them the same and different to each other and learn to celebrate and praise diversity.

Outcomes for children require improvement

Due to the weaknesses in teaching, learning and assessment, children do not make as much progress as possible. Despite this, children learn some of the skills they need to prepare them for their future learning. For example, children enjoy looking at books. They develop social skills as they mix with other children, engage in imaginary play, and talk to each other to extend their play. Children enjoy developing their physical skills in the outdoor area.

Setting details

Unique reference number	119009
Local authority	Bracknell Forest
Inspection number	10099790
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	2
Date of previous inspection	27 July 2015

The childminder registered in 1991. She lives in Bracknell and operates Monday to Thursday, all year round, from 7.45am to 6pm.

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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