

Childminder report

Inspection date	24 July 2019
Previous inspection date	22 January 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
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 has not reviewed and checked that her new assistant has gained sufficient understanding of her safeguarding policy. Otherwise, the childminder has a secure understanding of her safeguarding responsibilities.
- The quality of teaching is variable. At times, the childminder models and provides some good-quality teaching. However, she does not monitor and develop her assistants' practice well enough to ensure consistently good teaching is provided to children. This does not fully support children to make the progress they are capable of.
- At times, adults do not consistently follow good hygiene processes, although there is not a significant impact on children's health and well-being.
- Adults, sometimes, do not recognise when children need further help and guidance to support their understanding of the behavioural expectations.

It has the following strengths

- Children are happy and settled, and form positive relationships with the adults who care for them. Adults are kind and caring and help children to feel safe.
- The environment is welcoming with good-quality resources. Despite some weaknesses in teaching, children take part in some enjoyable activities, which at times engage them well. For example, children enthusiastically took part in a yoga session, involving balancing on one foot, while moving their other limbs into a different position.
- Partnerships with parents and professionals are positive. The childminder shares information well with everyone involved in children's care and learning. This promotes a consistent approach to meeting children's needs.

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
develop the monitoring of the provision, in particular to identify gaps in practice to improve teaching and to ensure all assistants fully understand their roles and responsibilities, including those relating to safeguarding policies and procedures	24/09/2019
ensure consistently good hygiene measures are implemented, with particular regard to children's drinking cups, dummies and bedding.	13/08/2019

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

- provide further guidance and support to children to help them develop more understanding about the expectations of behaviour, in order to enable them to manage their own feelings and behaviour.

Inspection activities

- The inspector observed children's play and activities and their interactions with the childminder and assistants.
- The inspector spoke to the childminder, her assistants and the children at appropriate times during the inspection.
- The inspection was carried out following the risk assessment process.
- The inspector sampled documentation, including the childminder's written policies and children's records.
- The inspector spoke to parents available on the day of the inspection to gain their views and took them into account.

Inspector

Sheena Bankier

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder provides support to her assistants, such as individual meetings. She and her assistants complete further training, including gaining qualifications. However, the childminder does not evaluate her provision well enough. For example, she has not identified gaps in her new assistant's understanding of her safeguarding policy. This includes ensuring her assistant has knowledge of procedures to follow outside of the setting and awareness of wider safeguarding issues. This does not have a significant impact as the childminder has provided a full written policy to her assistant which details these areas. The childminder and her assistants understand what would raise their concerns about children or other adults. They supervise children appropriately and assess risks and minimise dangers to children. Safeguarding is effective. Parents speak highly about the setting and say they are very happy with the care provided.

Quality of teaching, learning and assessment requires improvement

The childminder mostly provides good-quality teaching. However, at times, she and her assistants do not provide consistently good interactions with children. For example, sometimes they do not fully challenge children's learning to help build further on their skills and knowledge. However, at other times, there is good-quality teaching that helps children develop skills for their next stage in learning. For instance, the childminder supports older children to count and compare sizes. Children listen when stories are read in an interesting voice, which captures their attention well. Babies enjoy some individual attention, such as looking at simple picture books. Adults complete regular observations and assessments to identify children's next steps in learning, which they share with parents to help support continuity of learning at home and the setting.

Personal development, behaviour and welfare require improvement

Some children begin to show care for others, such as being gentle with babies. Adults support children's self-esteem and confidence well, such as through praise and encouragement. However, at times, they do not guide children's behaviour consistently to help them develop understanding of the expectations. For example, adults sometimes do not notice when children do not wait their turn fairly or on occasion manage disagreements between children well. Overall, children's good health is promoted well. For example, babies sleep as they need to and children eat healthily. Parents receive a clear sickness policy and reminders to provide sun cream and a hat for their child. Adults mainly follow good hygiene routines, such as cleaning tables and making sure children wash their hands before eating. However, at times, there are lapses in good hygiene. For example, occasionally adults forget to change bedding for different children.

Outcomes for children require improvement

Children make age-appropriate progress and some make even better progress. However, the weaknesses in teaching have an impact on children making the progress they are capable of. For example, at times children wander around and are not fully engaged in play and learning. Despite this, children develop some skills for their future learning. For example, older children develop some independence, such as finding and putting on their shoes.

Setting details

Unique reference number	EY439349
Local authority	Oxfordshire
Inspection number	10115056
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	18
Number of children on roll	18
Date of previous inspection	22 January 2013

The childminder registered in 2011. She lives in Wantage, Oxfordshire. The childminder offers her service Monday to Thursday from 7.45am to 6pm, for most of the year. She is registered to provide free early education for children aged two, three and four years. The childminder has a teaching qualification. She employs assistants to work with her.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at 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.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

