

Childminder report

Inspection date	24 July 2019
Previous inspection date	9 April 2019

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

- Although the childminder has completed some research regarding how to manage children's challenging behaviour, she is still not supporting children effectively enough. As a result, they do not always learn why some behaviours are not acceptable.
- The childminder does not effectively plan or deliver activities that engage all children in their learning. Furthermore, some activities do not meet the interests of the children. Consequently, not all children are making the progress they are capable of in all areas of their development.
- At times, the childminder does not give children enough time to think and respond to questions, or try things out for themselves.

It has the following strengths

- The childminder has created effective partnerships with parents. They appreciate the care she gives. She shares verbal information on a daily basis and provides regular reports which she shares with other professionals.
- The childminder provides a good range of resources to support those children who prefer to play and learn outdoors. Children have great fun making bubbles of different sizes and then chasing and popping them.
- Children learn about communities beyond their immediate experience, and about the different ways that people celebrate special events.

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 further knowledge and skills to ensure a consistent approach to managing behaviour and use effective strategies to help children learn about acceptable behaviour	31/08/2019
use information gained from observation and assessment to provide sufficiently challenging learning opportunities for children of all ages and stages of development to improve their outcomes.	31/08/2019

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

- enhance teaching to further support children's thinking skills and extend their imagination and vocabulary.

Inspection activities

- The inspector observed children taking part in a range of activities, indoors and outdoors.
- The inspector spoke with the childminder and observed her teaching.
- The inspector took account of parents' written feedback.
- The inspector viewed a wide range of documentation, suitability checks, children's development records and attendance registers.
- The inspector and the childminder reviewed an activity together.

Inspector

Chris Lamey

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder has improved how she reviews the quality of her provision. She has made some improvements to address the weaknesses identified at the last inspection. However, she has not made sufficient improvements to some areas of her practice. For example, she is still not managing children's behaviour consistently. The arrangements for safeguarding are effective. The childminder attends regular training to help her maintain a good knowledge of a wide range of safeguarding issues. She is confident in describing the signs that may cause her to be concerned about a child's welfare and knows the procedure to follow in these circumstances. The childminder has robust policies and procedures to help her keep children safe and well.

Quality of teaching, learning and assessment requires improvement

The childminder is now using information from her assessments of what children know and can do to plan activities which will help them to achieve their next steps in learning. However, she still does not plan precisely enough to ensure activities meet the needs of all of the children who attend. Teaching is not consistently good enough to extend children's learning. At times, the childminder does not allow children sufficient time to think and respond to questions, or try things out for themselves. Nevertheless, children have some good opportunities to develop their skills. For example, they play in the garden for long periods of time, transferring water from buckets and containers. They learn about quantities and discuss with each other when containers are full or empty.

Personal development, behaviour and welfare require improvement

At times, children's behaviour disrupts the play of others. The childminder does try some strategies to enable children to learn how to play positively. However, she does not consistently support children to understand what is expected of them or the impact of their behaviour. The childminder works with parents to meet children's care routines consistently. She ensures children's comforters are close by for them to find when they need reassurance. The childminder is patient and kind to the children and supports those who may be unsure of situations. For example, children who are adapting to routines are offered cuddles and reassurance. Children learn about hygiene, for example they wash their hands before eating and after playing in the garden. The childminder provides healthy snacks and food for the children and reminds them to keep drinking in the hot weather to keep hydrated.

Outcomes for children require improvement

Although children have fun with the childminder, they do not make the progress they are fully capable of. That said, children get opportunities to play with school-age children during the school holidays and visit local parks, attractions and play spaces together. Children make some progress and show an interest to learn about letters and the sounds they represent. They sit quietly to listen to stories read by the childminder and join in with familiar rhymes and phrases.

Setting details

Unique reference number	EY541857
Local authority	Oxfordshire
Inspection number	10115837
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	9 April 2019

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. The childminder holds a relevant childcare qualification at level 3.

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