

# Childminder report

<b>Inspection date</b>	14 August 2019
Previous inspection date	13 December 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Met	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- Arrangements for assessing and planning for children's progress are not focused well enough. The childminder does not effectively consider what children need to do next to help them to practise and develop their learning and skills further. Children are not supported to make the best possible progress of which they are capable.
- The quality of teaching is not consistent. At times, the childminder does not make the most of opportunities to challenge and engage children to extend their learning.
- Even though the childminder has started to assess the quality of her practice, she has not focused her evaluation effectively enough to improve the quality of changes to have a greater impact on children.

### It has the following strengths

- The childminder has taken some action to address weaknesses in her service recently identified by Ofsted. She demonstrates she has begun to make some improvements and recognises the importance of building on progress already made.
- Partnerships with parents are good. Parents value the bonds the childminder has with their children. They work together to provide consistent and good-quality care and early education for children.
- Children benefit from daily outdoor play and have many opportunities to develop good physical skills. For instance, they take regular trips to the local park and learn about keeping safe when crossing roads.
- The childminder provides a home-from-home environment. Children are happy and have secure attachments with her. The childminder encourages independence from an early age. For instance, children select their own activities and they explore the resources available for 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
ensure ongoing observations and assessments are accurate and are consistently used to inform the planning of challenging activities that sharply focus on individual children's precise learning needs	15/08/2019
review teaching and learning skills to raise the quality of teaching to a consistently good level.	31/08/2019

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

- reflect fully on how information is used to evaluate the quality of practice even further; focus on how improvements have a positive impact on children's learning and development; and ensure views of parents and children are considered.

### Inspection activities

- The inspector spoke with the childminder and observed her teaching.
- The inspector carried out a joint observation with the childminder.
- The inspector observed children taking part in a range of activities.
- 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.

**Inspector**  
Chris Lamey

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. The childminder has a secure understanding of the signs and symptoms of abuse and the procedures to follow if she has a concern about a child in her care. She prioritises children's safety. The childminder completes risk assessments regularly and practises fire drills with children, and has improved the recording of children's attendance. Self-evaluation and monitoring processes are in their infancy. The childminder aspires to achieve good standards. However, she is not as reflective as possible on all aspects of the provision to fully aid further improvement.

### Quality of teaching, learning and assessment requires improvement

The childminder is working with the local authority to develop her service. However, the planning and assessment process does not closely monitor children's learning needs to ensure they are effectively working towards their next steps in development. The quality of teaching and learning is inconsistent. At times, the childminder does not model plain language to the children, which does not support them to learn good language skills. She also answers questions for children before giving them time to think and respond. That said, the childminder does plan times during the day when she reads stories and sings songs with children. Young children sway and dance to songs they sing and older children read to the younger children. The childminder introduces numbers and colours to children's play. For example, they identify the numbers and colours on trains and cars.

### Personal development, behaviour and welfare are good

Children are clearly familiar with what is available and confidently request favourite activities as they play throughout the day. Children visit a variety of groups and the park to enable them to develop their confidence in the community and enjoy fresh air and exercise. Children develop a good understanding of diversity beyond their immediate family. For example, the environment has positive cultural images, books and role-play resources for them to explore. The childminder is a good role model. She consistently demonstrates polite and respectful behaviour. She encourages children to use good manners, such as taking turns and sharing. This promotes children's sense of security and emotional well-being. The childminder supports babies very well. For example, she enables children to learn to stand independently and take their first steps which are highly celebrated.

### Outcomes for children require improvement

Overall, children are working within the range of development typical for their age. However, they are not always sufficiently challenged to help them make even further progress due to the weaknesses in the quality of teaching and learning, and the planning and tracking of children's learning and development. Despite this, children develop some key skills that prepare them for their future learning at school. For example, they learn how to use pencils to make marks to represent numbers and letters.

## Setting details

<b>Unique reference number</b>	EY409177
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10119243
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	13 December 2017

The childminder registered in 2010. She lives in a village near Bicester, Oxfordshire. The childminder operates from 8am until 6pm on Monday to Friday, all year round. She holds a relevant early years qualification at level 3.

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