

Childminder report

Inspection date:

12 February 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

The childminder provides a safe environment for children. Children are comfortable in her company and are building warm friendships with each other. The childminder regularly looks after four children and this exceeds the adult-to-child ratios recommended by Ofsted. The childminder is able to demonstrate that at these times she continues to supervise children closely and meet their care needs to a suitable standard. However, there is a negative impact on the quality of education.

There is a lack of ambition in the curriculum the childminder offers. She provides children with a wide range of toys and resources. However, she does not plan learning experiences well enough or focus her interactions sufficiently on extending children's knowledge or understanding. This impacts on children's engagement. Although they find some activities initially interesting they soon lose interest and move away from them before there has been much meaningful learning.

The childminder supports some aspects of children's learning well. For example, children enjoy listening to the stories she reads. At these times, the childminder models language well. She repeats simple words for younger children to copy. Older children enjoy discussing what they can see in the pictures. Children show they are developing an interest in books and stories.

Overall, children's behaviour is typical for their age. They are polite and are learning how to share and follow simple rules. However, at times, the weaknesses in the curriculum lead to a deterioration in some children's behaviour and they become a little disruptive.

What does the early years setting do well and what does it need to do better?

- The childminder has not given sufficient thought to how she will continue to provide children with stimulating and worthwhile learning experiences when looking after more than three young children. Learning opportunities are missed. For example, on the day of the inspection, the childminder quickly intervened to put on children's coats and shoes in order to get all the children outside in a timely manner.
- The childminder and children spend most mornings out at toddler groups in the local community which helps develop children's social skills. At home, the childminder focuses on providing children with resources they will enjoy, such as toy dinosaurs. However, she does not plan well enough how to use this interest to extend learning. Children do not show high levels of interest or curiosity in the activities on offer.
- The childminder does not take into account children's individual development

needs when planning activities. However, she understands the broad range of skills that all children need for their future learning, such as turn taking, making friends, counting and learning new words, and there is some focus on these aspects of development throughout the day.

- The childminder's assessments of children's capabilities are not always accurate. For example, although the childminder reports that several of the children can count accurately beyond 12, some of these children show that they still need support to count accurately to five. That said, the childminder does have an accurate understanding of some other stages of development, such as children's stage of language development.
- The support for children's language development is mixed. The childminder talks clearly and during some activities she supports this aspect of learning well. For example, very young children enjoy trying to repeat the word 'elephant'. At other times her interactions are less beneficial to extending learning. She often asks older children questions that add little value to their understanding or to their development. For example, she points to toy animals and asks them to imitate the noises they make.
- Children's care needs are met well. The childminder ensures children are dry and comfortable before settling them down to sleep. Older children confidently take themselves to the toilet and are encouraged to wash their hands independently. Children have healthy snacks and daily fresh air.
- There are warm partnerships between parents and the childminder. Parents write positive testimonials about the service the childminder provides. They say that their children are happy and settled. The childminder reports on the ways that she supports parents to extend children's learning at home. For example, she lends books and resources.
- The childminder has made use of a range of professional development opportunities, such as online training. However, she has not used these effectively to evaluate and improve her practice and understanding of her role in supporting children's learning. There has been a deterioration in the quality of the provision since the last inspection.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a suitable knowledge of the signs that a child may be at risk of harm or neglect. She understands her role in keeping children safe and knows how to share any concerns with relevant professionals to help protect children from harm. She has a suitable understanding of wider safeguarding issues, such as the risks to children of being exposed to extreme views or ideologies. She ensures her home is a safe environment for children and identifies and minimises any risks to children's safety accordingly.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the

provider must:

	Due date
ensure the individual learning needs of all children are met well, including when exceptions to the usual ratios are applied	01/04/2020
identify accurately and precisely what children can do and need to learn next	01/06/2020
plan and deliver a curriculum that consistently meets children's individual learning needs and that provides children with good levels of challenge and support.	01/06/2020

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

- improve the use of professional development opportunities to develop teaching skills and the overall quality of the curriculum and provision.

Setting details

Unique reference number	EY239892
Local authority	Reading
Inspection number	10136358
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	28 October 2015

Information about this early years setting

The childminder registered in 2003 and lives in Caversham, near Reading, Berkshire. She operates her service all year round from 7.30am to 6pm, Monday to Thursday. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The childminder showed the inspector around the parts of her home she uses when childminding and explained how she organises the provision.
- The inspector observed the childminder and children and evaluated the quality of the curriculum.
- Parents shared their views through written testimonials and the inspector took these into account.
- The inspector looked at relevant documentation.

We carried out this inspection 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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