

Inspection date

6 March 2015

Previous inspection date

17 March 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder includes some activities to support children's development, but her planning does not focus on the different ages of children present, resulting in activities that do not fully hold children's interest, motivate them to learn, or challenge their capabilities.
- The childminder does not clearly link her observations and assessments of children's progress with their age and stage of development. This means that she does not focus on children's individual learning needs during everyday play.
- The childminder recognises some younger children's early learning needs, although she does not focus on children's communication and language skills well enough to encourage their progress.

It has the following strengths

- The childminder has a positive and welcoming attitude and this encourages children to form attachments and promotes their well-being. Consequently, children have strong relationships with each other and they are happy and settled.
- The childminder has developed some systems of self-evaluation and she recognises her development needs for including future improvements.
- The childminder has suitably organised her home with a well-equipped playroom and this provides a wide variety of accessible resources to promote play across areas of learning.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- increase knowledge and understanding of the way younger children learn, to develop more accurate systems of observation and assessment, relevant to children's age and stage of development
- use the observations and assessments of children's capabilities to plan challenging and playful opportunities for learning, ensuring these are appropriate and relevant to children's individual learning.

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

- further develop younger children's communication and language skills, by using their individual interests and by increasing opportunities for singing and action rhymes, using sounds and stories during everyday activities.

Inspection activities

- The inspector viewed the ground floor play areas, indoors and outside, and the first-floor bathroom.
- The inspector observed children's activities and spoke with children present. She observed the interaction between the childminder and the children.
- The inspector discussed daily routines and planning for play to meet children's individual learning needs.
- The inspector gained evidence through viewing a range of documentation.

Inspector

Christine Clint

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder has built some knowledge of younger children's individual capabilities and she uses information from parents at times to support this. She recognises children's achievements during play, although she has developed complicated systems of assessing individual children's progress. At times, this results in less focus on younger children's next stages in learning to ensure any gaps in their learning are suitably supported. She used resources soundly during a planned activity to encourage children's small-muscle skills. Children practised threading small beads onto spaghetti sticks standing in the play dough. They handled and rolled the play dough to make snakes, and the childminder encouraged children to count and recognise colours. However, she does not use children's spontaneous play and daily routines well enough to promote learning.

The contribution of the early years provision to the well-being of children is good

The childminder effectively encourages children to gain a sense of belonging by displaying a wide range of children's art and craftwork. Children have easy access to many resources and the childminder follows regular requests for making items. For example, children make cards and enjoy craftwork for family celebrations. The childminder reminds and encourages children to talk about previous events. In this way, she builds her relationship with children and families, which strengthens children's security and their emotional development. The childminder regularly encourages children's physical development in the fresh air through outdoor play opportunities locally. She encourages children to learn about safety, for example, when using the stairs and handling equipment. She asks children relevant questions to develop their confidence levels and to promote their understanding of responsibilities. This prepares children for school and future learning.

The effectiveness of the leadership and management of the early years provision requires improvement

The childminder is fully aware of her responsibility to meet the requirements and she has a suitable understanding of the requirements for promoting children's learning. She has attended training in child protection and updated her knowledge. She has a clear understanding of recognising any causes for concern and of referring concerns to the relevant agencies. The childminder has developed regular verbal exchanges with parents and this enables them to contribute to children's ongoing progress. This shows that parents are aware of children's next steps in development. However, the childminder's planning and methods of teaching do not fully meet younger children's individual learning needs because she does not pitch activities and interaction at an appropriate level. The childminder has made some progress in evaluating her provision and this has enabled her to understand and record details of the areas for improvement.

Setting details

Unique reference number	EY359783
Local authority	Hampshire
Inspection number	844191
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	17 March 2011
Telephone number	

The childminder registered in 2007. The childminder lives with her two school-aged children in a house in a residential area of Leesland, Gosport in Hampshire. The childminder is registered to use an assistant.

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