

# Childminder Report

## Inspection date

29 April 2015

Previous inspection date

12 May 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

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

- The childminder does not always use self-evaluation effectively to help her continuously improve all aspects of her practice and to meet the requirements of the Early Years Foundation Stage framework.
- The childminder does not always assess the risks in her home and take effective measures to protect children's health and safety.
- The childminder does not plan effectively to ensure that all children receive a wide range of interesting and challenging activities that meet their developing needs.
- On occasions, the childminder does not promote children's communication and language skills effectively.
- The childminder does not always help children to manage their behaviour effectively, to help promote all aspects of their emotional development successfully.

### It has the following strengths

- The childminder has a clear understanding of, and is confident about, the procedures to follow should she have child protection concern.
- The childminder develops close bonds with the children who are happy in her care. She meets children's physical needs well.
- The childminder has an accurate understanding of each child's level of development.
- The childminder liaises well with parents and other early years providers that children attend, which helps to provide continuity in children's learning.
- The childminder provides play and learning experiences outside the home, which increases children's social skills and helps to prepare them for their future learning.

## **What the setting needs to do to improve further**

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

- complete risk assessments on a regular basis to ensure the play spaces and equipment are safe, and take all reasonable steps to remove, minimise and manage risks and hazards to protect children's safety and welfare
- ensure that planning of activities and experiences consistently provides interesting and challenging experiences for all children.

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

- maximise all opportunities to promote children's communication and language skills by using more language to describe what children are doing and modelling the correct pronunciation of words
- help children to further manage their behaviour through consistent, age-appropriate support
- use self-evaluation effectively to help identify areas for development to bring about continuous improvement.

### **To meet the requirements of the Childcare Register the provider must:**

- take all necessary measures to minimise any risks to the health or safety of the children (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children (voluntary part of the Childcare Register).

## **Inspection activities**

- The inspector observed the childminder's interaction with children during activities, and looked at the environment, resources and equipment available for their use.
- The inspector talked with the childminder and the children.
- The inspector undertook a joint observation with the childminder.
- The inspector sampled a range of documentation including records relating to children, self-evaluation, safeguarding procedures and feedback from parents.
- The inspector had discussions with the childminder about her policies and procedures, including how she manages behaviour. She discussed methods of assessing and planning for children's progress and how the childminder works with parents and other early years providers.

### **Inspector**

Jacqueline Munden

## Inspection findings

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

The childminder plans activities for the older children well as she includes their interests, which means children want to take part. Children chatted as they dug and searched in the soil to find vegetables the childminder had hidden. However, she did not repeat mispronounced words and give children time to answer questions to maximise their learning. The childminder promoted children's mathematical skills well and encouraged them to count and add numbers together. Younger children increased control of their bodies, excitedly bobbing up and down as older children sang songs. However, younger children were not always fully engaged in activities or given time to explore the toys. They spent most of their time being carried by the childminder, watching the older children, which did not meet their learning needs well.

### **The contribution of the early years provision to the well-being of children requires improvement**

The childminder regularly cares for four children in the early years age group to provide continuity of care for siblings. The childminder supervises them closely as they move around the rooms and to the toilet, taking the younger children with her. This affects their play and learning experiences and means their individual needs are not always met effectively. In addition, the childminder leaves older children, albeit for short periods, in areas that she has not made safe or hygienic. For example, the pulley cord for a blind and her dog's feed bowls are accessible. The childminder provides a wide range of resources that promote all areas of learning well. Some of these are real, such as a roasting tin and sieves that children enjoy using and that promote their imaginary play. However, some, including a real toaster, that no longer works is not safe due to sharp parts. Children learn good personal hygiene routines and about healthy foods, which help to promote their good health. Children are independent as they select plates from the cupboard at lunchtime. The childminder reminds children to share and take turns. However, she does not always use effective strategies as she concentrates too heavily on encouraging children to apologise rather than helping them to understand how their behaviour affects others.

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

The childminder increases her skills and keeps up to date with current guidance by liaising with other professionals. She regularly uses her knowledge to guide parents, for example, about the possible effects of using a dummy for children learning to talk. However, the childminder does not use her qualification and training to full effect. Self-evaluation is not fully effective, as it does not highlight weaknesses in the activities and hazards in her home.

## Setting details

<b>Unique reference number</b>	111821
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	839785
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12 May 2009
<b>Telephone number</b>	

The childminder registered in 1999. She lives in Gosport. The childminder holds a recognised early years qualification at Level 3 and receives funding for the provision of free early education to children aged two-, three- and four-years-old.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

