

# Childminder Report

**Inspection date**

19 May 2015

**Previous inspection date**

21 July 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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		Good	2
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 quality of teaching and learning is not consistently good. There is a lack of attention and understanding by the childminder of how to successfully promote children's speaking skills through quality interactions.
- The planning of activities does not effectively meet the learning needs of all the children attending each session. This means not all children make good developmental progress, in all learning areas.
- The childminder's does not use self-evaluation effectively. This means aspects for improvement are not always targeted appropriately.

**It has the following strengths**

- The childminder provides good quality care and successfully promotes children's well-being. Children build strong relationships with the childminder who supports their emotional needs well.
- The childminder uses mathematical vocabulary well during children's freely chosen, interactive play, which helps promote children's learning in this area.
- There is good attention to children's physical development, with regular outdoor play in the garden; children gain fresh air, exercise, and develop large movement skills such as climbing. The sleep routines of children are adhered to well which also successfully promotes their physical growth and development.

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

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

- improve knowledge and how to interact skilfully so children are successfully supported in developing good speaking skills
- raise the quality of teaching to a consistently good level to help all children, of all stages of development, to make good progress by ensuring the planning and delivery of adult-led activities is tailored to meet children's individual learning needs.

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

- work collaboratively with the co-childminder to evaluate the provision and target areas for improvement.

## **Inspection activities**

- The inspector observed children's play activities and the childminder's interactions with them, and undertook a joint observation with the childminder.
- The inspector held discussions with the childminder about the children and looked at their learning records.
- The inspector sampled some safeguarding and leadership documentation.
- The inspector viewed written feedback from parents.

## **Inspector**

Lorraine Wardlaw

## Inspection findings

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

Children are learning some essential skills to help prepare them for future life in school. They are starting to learn nursery rhymes. Children are motivated and have a willingness to explore and investigate their play environment, particularly outdoors. The childminder supports children in their learning by playing with them and talking about the play to promote understanding and speaking skills. She role models some words she wants young children to learn but does not do this consistently well. For example, at snack time and mealtimes she does not clearly name the food children are eating. With older children, the childminder does not always ask varied questions to promote children's thinking skills and conversations, or pause to give children time to talk and answer. The childminder observes and assesses children's development but she is not using this information effectively in her planning. She encourages one-year-olds to touch and feel the purple sand and make marks in it with their fingers. However, she does not provide play resources that match children's interests to extend their sand play, such as toy animals, to recognise, name and make animal noises.

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

Children are happy and have enjoyable experiences in the welcoming, stimulating learning environment. They feel safe and secure because of the strong bonds they build with the childminder. The childminder pays good attention to children's safety and well-being. For example, she supervises them closely and talks about hazards with older children when they close the garden door. Children are encouraged to behave well through the guidance from the childminder and the positive praise they receive. Their artwork and photos of outings are valued and displayed in the playroom for all to see. The childminder supports children's health successfully by providing active play in the garden in the fresh air, and nutritious snacks and meals to meet their dietary needs. Young children's sleep time routines are adhered to well which promotes physical growth and development.

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

The childminder demonstrates a clear understanding of child protection and the procedures to take to safeguard children in her care. Since her last inspection, she has attended training in child protection and first aid but has not sought training to help her promote children's learning and development. The childminder completes evaluations of her work with her co-childminder but these do not always effectively analyse their practice to help them move successfully forward in all areas of their work. Parents report positively about the setting and of the communication they have with the childminder. Successful information sharing takes place.

## Setting details

<b>Unique reference number</b>	EY405353
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	831386
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21 July 2010
<b>Telephone number</b>	

The childminder has been registered to care for children since 2010. The childminder works with her co-childminder sister in a house in the Romsey area of Hampshire. The childminder provides childcare three days a week, all year round.

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