

# Childminder Report

## Inspection date

29 June 2015

## Previous inspection date

21 April 2009

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		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 is not making worthwhile observations of the children to enable her to plan clearly what children need to learn next across all areas of learning to help children make quicker progress.
- The childminder does not gain enough information from parents about each child's abilities when they join her so she can plan suitably challenging activities for children from the start.
- The childminder does not effectively evaluate her practice to help her identify any areas to develop.

### It has the following strengths

- The environment provides children with good opportunities to choose their play materials and follow their individual learning styles. This helps them to make satisfactory progress and prepares them for the next stages in their learning.
- The childminder treats children with warmth and kindness, encouraging self-esteem and a good sense of belonging. As a result, children enjoy their time with her.
- The childminder helps children develop confidence and enjoy their play as she encourages them to take part in a suitable range of activities and play experiences.
- The childminder has good relationships with parents. She ensures they share key information between them about children's care needs, which helps her care for children well.
- Arrangements for safeguarding the children are robust. The childminder knows her responsibilities if she has any child protection concerns.

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

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

- ensure observations and assessments are used effectively to identify what children need to learn next and then plan suitably interesting and challenging activities to enable all children to make good progress in all learning areas.

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

- improve the two-way flow of information relating to each child's experiences at home to identify children's capabilities across all areas of learning on joining the provision, to inform planning of activities and experiences from the outset
- improve the system for evaluating practice to identify strengths and weaknesses, and include the views of parents and children.

## **Inspection activities**

- The inspector spoke to the childminder at appropriate times during the inspection, discussing her planning and assessment methods, and her work with parents.
- The inspector looked at children's assessment records and sampled other documentation including those related to safeguarding.
- The inspector observed activities in the indoor and outdoor learning environment.
- The inspector took account of the written views of parents and discussed the childminder's methods for evaluating her practice.
- The inspector carried out a joint observation with the childminder.

## **Inspector**

Alison Large

## Inspection findings

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

The childminder demonstrates an understanding of how children learn, by providing an accessible environment to support them in making their own choices inside and outside. Observation, planning and assessment systems are not fully secure. She does not complete regular observations to enable her to effectively track the children's progress in the different areas of learning. This means she is not secure about the level of progress children make in all areas and is, therefore, not clear on their achievements and learning needs. Children develop mathematical skills. They learn to count confidently during their play. Children move around freely and with increasing confidence. The childminder does not consistently collect information on children's learning and development at home. She does not establish a clear baseline from which to check their ongoing progress when they start at her setting. This has an impact on how well the childminder is able to help them make progress in their learning and development. Nevertheless, the childminder promotes children's vocabulary well, due to the good interaction between herself and the children. She gets down on floor level to play with the children and encourages them in their play.

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

The children develop secure relationships with the childminder. She supports the children well and takes care of their needs. She promotes children's safety effectively and has good systems to ensure the home remains secure at all times. Children learn about keeping safe when they practise the emergency evacuation procedure and learn about road safety when out on walks. Children are taught about keeping healthy and the childminder encourages them in good hygiene routines. Children go outdoors in most weathers to have regular fresh air and exercise. The childminder helps children develop physical skills when they play in the garden or go for walks and visit play areas. Children behave well, and the childminder helps children to learn skills to prepare them for their later lives, such as sharing, taking turns and being polite and kind to each other. The childminder helps children develop the skills needed to be ready for school.

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

The childminder promotes children's welfare, care and safety. She has a knowledge of the requirements of the Early Years Foundation Stage. She has attended some training events to increase her professional development, including safeguarding and first aid. The childminder reflects on her practice but does not have good methods to highlight any areas for improvement to raise her standards of teaching and identify what training is required. The childminder has started to make links with the other early years settings children attend to share information about children's learning to ensure continuity of care.

## Setting details

<b>Unique reference number</b>	112729
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	813428
<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 April 2009
<b>Telephone number</b>	

The childminder registered in 1992. She lives with her husband in a house in the Horndean area of Portsmouth, Hampshire. There are currently two children on roll in the early years age group.

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