

# Childminder Report

## Inspection date

14 July 2015

Previous inspection date

20 January 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		Good	2
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 understands her responsibility to protect children. However, she has not attended any child protection training to ensure she is up to date and confident in all aspects of safeguarding.
- The childminder is not always consistent in teaching children how to care for the toys and equipment, such as learning to tidy away toys after an activity.
- The childminder does not always tailor the creative play opportunities to the younger children's abilities. This means they are less able to freely explore and experiment.

### It has the following strengths

- The childminder interacts with children in a friendly, caring manner, supporting their emotional well-being effectively. As a result, children form secure attachments.
- Children have access to a wide range of stimulating toys and play equipment that are organised well to enable children to make free choices about their play activities.
- The childminder knows the children well. She observes, assesses and monitors the children's development effectively to help them make good progress in their learning.
- Children's communication and problem-solving skills are well supported.
- The childminder regularly shares information with parents to keep them well informed about their children's care and well-being.

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

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

- increase knowledge of the possible signs and symptoms of abuse to promote a greater confidence in all aspects of safeguarding children issues

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

- consistently teach children the importance of caring for their environment and resources as they play
- provide greater opportunities to promote children's independence further through all play activities and experiences.

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

- increase knowledge of child protection in order to identify and act on any indications that a child may be suffering from harm (compulsory part of the Childcare Register)
- increase knowledge of child protection in order to identify and act on any indications that a child may be suffering from harm (voluntary part of the Childcare Register).

## **Inspection activities**

- The inspector observed activities and interaction between the childminder and the children during their play indoors.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector viewed the areas of the premises used for childminding.
- The inspector looked at documents provided by the childminder, including progress records for the children.
- The inspector looked at the systems used by the childminder to evaluate her provision, including comments from parents.

### **Inspector**

Dinah Round

## Inspection findings

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

The childminder provides a good variety of interesting play activities to promote children's learning and development. Children are excited to explore the toys and resources and they use their imaginations well during role play scenarios. The childminder is close by to offer support and introduces new words to build on children's vocabulary. Children learn to do things by themselves as they operate the toy mixer to create their pretend 'smoothies'. The childminder talks with children about how to use the equipment properly to help them learn how to keep themselves safe in their play. She skilfully questions children to extend their learning, such as by asking them to count how many pieces of play food they have collected. The children recognise when the jug is full and they tell the childminder that there is 'Too much'. This helps to develop children's understanding of mathematics. All these activities help to prepare children for the next stage in their development. Children enjoy opportunities to take part in creative play and to investigate different materials. Some activities require adult support to enable the younger children to achieve. The childminder keeps parents updated about their children's achievements on a regular basis.

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

Children are happy and settled. They receive consistent support from the childminder, which helps them to feel emotionally secure and gain confidence. Ongoing communication with parents means the childminder follows the same routines in teaching children skills to manage their personal care needs. The childminder talks with children about right and wrong to help them learn to manage their behaviour. Overall, children listen and behave appropriately for their age. However, there are some occasions when the childminder is not consistent in reminding the children how to care for the toys and equipment. Children take part in a variety of physical play activities, which helps to promote their good health.

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

Overall, the childminder has a clear understanding of the safeguarding and welfare requirements. She provides a safe, secure environment and is clear of her responsibility to promote children's safety and welfare. She has a safeguarding policy. However, she has not updated her knowledge of child protection issues. She has the relevant guidance and information that she can refer to in order to help her keep children safe, but she is aware that she is less confident of some aspects. The childminder has completed an early years qualification since her last inspection. She uses her knowledge from the training to help her to improve her practice, such as adding new resources to develop children's number skills further. Parents comment positively about the childminder's 'genuine affection for the children' and her 'wonderfully welcoming atmosphere'.

## Setting details

<b>Unique reference number</b>	112872
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	835906
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20 January 2009
<b>Telephone number</b>	

The childminder registered in 1986. She lives with her husband in the Hedge End area of Hampshire. The ground floor of the home is used for childminding and there is a fully enclosed rear garden. The childminder holds an early years qualification at level 3.

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

