

# Childminder Report

**Inspection date**

25 August 2015

Previous inspection date

25 August 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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 <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 carry out the required children's progress check between the age of two and three years and share this with parents. This means parents are not well informed about their child's learning and developmental progress.
- The quality of teaching and learning is not consistently good, particularly in the areas of literacy and mathematics. As a result, children do not make the best possible progress.
- The childminder's self-evaluation methods do not rigorously identify areas for improvement to ensure consistently good outcomes for children.

### **It has the following strengths**

- The childminder builds secure relationships with parents who are happy with the childminding service.
- There is a strong emphasis on children's well-being and the childminder has a close bond with the children. She relates to them well, and gives cuddles and emotional support when they become upset.
- The childminder provides enjoyable activities that maintain children's interest and engagement. She has some understanding of the different learning areas that promote some of the skills children need 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:**

- review children's progress between the ages of two and three and provide parents and/or carers with a short written summary of their child's development in the prime areas and how they can support learning at home
- improve the quality of teaching and learning, particularly in the areas of mathematics and literacy to ensure that all children make the best possible progress.

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

- improve the self-evaluation process to have clear development plans and ideas to improve outcomes for children.

## **Inspection activities**

- The inspector observed play activities in the home.
- The inspector spoke to the childminder and children during the inspection and discussed the methods used for assessing children's progress and self-evaluation.
- The inspector took account of the views of the parents after reading written feedback.
- The inspector looked at children's records, including records kept for incidents/accidents, medication, and a range of policies and procedures.
- The inspector carried out a joint observation with the childminder.

## **Inspector**

Loraine Wardlaw

## Inspection findings

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

The childminder's quality of teaching varies because she does not effectively plan for all areas of learning. Children enjoy their learning experiences, such as when they use a variety of utensils to experiment with paint. The childminder engages children positively in conversation as they paint pictures. She supports children's learning as she helps them recognise different colours. The childminder encourages children to learn about the natural world as they grow seeds. Children use their imagination well in their play, such as when they use the dressing up clothes. However, the childminder does not always promote children's developing mathematical skills, for example by role-modelling accurate counting. She observes children and completes some learning assessments. However, she has not completed the required check for children between the ages of two and three years, and shared this with parents. The childminder does not always have clear teaching aims and objectives during daily play experiences, which slows children's progress in some areas. Children develop some skills to support their future move on to pre-school or school.

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

The childminder successfully supports children's emotional well-being, as she understands their care needs and gives them plenty of attention. As a result, children feel safe, happy and motivated to play and learn. The childminder supports children's physical development well. They use her garden and go on outings to promote play and exercise in the fresh air. For example, children confidently use the scooter and balance bike to promote their large movements well. The childminder meets children's dietary needs as she provides nutritious snacks. She occasionally provides hot meals and this helps support a healthy lifestyle as children enjoy eating the vegetables. Children behave well, and understand the rules and boundaries. They learn to keep safe when they travel regularly on public transport. Children learn about road safety and practise emergency evacuation drills.

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

The childminder meets the safeguarding and welfare requirements but not all of the learning and development requirements. She does not ensure that she covers all areas of learning well and that the required progress check is in place. The childminder attempts to develop her practice. There is some reflection on her work but her evaluations are not sufficiently secure. They do not help ensure that her teaching practice is at a consistently good level. Overall, the childminder suitably monitors children's progress. She has a secure understanding of child protection and the procedures to take if she is worried about a child's welfare. The childminder keeps her training in first aid current, so she can respond appropriately when necessary.

## Setting details

<b>Unique reference number</b>	EY422641
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1005981
<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>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25 August 2011
<b>Telephone number</b>	

The childminder registered in 2011 and lives in the Totton area of Southampton, Hampshire. The childminder works part-time.

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