

# Childminder Report

## Inspection date

27 August 2015

Previous inspection date

6 February 2009

<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		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 quality of teaching, play and learning is variable. The childminder does not support children's next learning steps consistently, which means they do not make the best possible progress from their starting points.
- The childminder does not organise the learning environment well enough so that children have sufficient challenge. As a result, the use of the space and the available resources and activities do not always match children's various needs and stages of development.
- The childminder's self-evaluation does not identify all strengths and areas for improvement, including professional development needs, to ensure good outcomes for children.
- Supervision arrangements for the childminder's assistant are not fully effective to develop and support their skills and practice further.

### It has the following strengths

- The childminder has a secure understanding of child protection. She is alert to safeguarding concerns and knows the procedures to follow, including communicating with relevant professionals about children's welfare.
- The childminder works well with parents and has strong relationships with them due to her good communication. Fun home-setting links are made through the use of a teddy bear and his diary.
- Children's care routines are followed well. They enjoy regular healthy snacks and hot meals, and sit together in a social group around the table.

## What the setting needs to do to improve further

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

- improve the quality of teaching to ensure that children's next learning steps are consistently built on to help children make the best possible progress
- improve the indoor learning environment to offer good challenge and learning opportunities which match children's various needs in all areas of learning.

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

- improve self-evaluation to identify strengths and areas for improvement, including opportunities for professional development, to improve the quality of provision for all children
- strengthen the quality of mentoring and coaching for the assistant to develop and improve their practice to support children's outcomes further.

## Inspection activities

- The inspector observed play activities in the home and garden.
- The inspector spoke to the childminder and children at appropriate times during the inspection, including discussions about methods for assessing children's progress and self-evaluation.
- The inspector took account of the views of the parents through reading written feedback.
- The inspector carried out a joint observation with the childminder.

## 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 learn some skills to prepare them for the future, such as school. They show enjoyment and motivation during some adult-led creative activities, such as making butterfly paintings when they learn about lifecycles. Overall, the teaching is variable as there are few challenging and quality experiences for children that match their needs, particularly for the older children. The childminder provides some appropriate support to the youngest children in their key areas of learning. She encourages them to explore and investigate the toys and role models some words for them to learn. The childminder's assistant is less skilled at providing interaction that builds on what children know and can already do. Overall, there is a suitable understanding of observing, assessing and planning for children's needs. However, the childminder and assistant do not consistently support children's next steps in learning during daily play and teaching, which limits their progress.

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

Children are generally happy and feel confident, safe and secure because of the bond they build with the childminder and her assistant. Overall, children are suitably supervised according to their age and stage of development. However, at times the childminder does not organise the available space effectively and the resources and activities are not always challenging enough. This, combined with the number of children present and their various needs, means their behaviour deteriorates. As a result, at times children run around indoors and start to climb on furniture. The childminder and her assistant manage these behaviours suitably and show an understanding of how to minimise risks to children's safety. Children's artwork is valued and displayed for all to see. The childminder supports children's health by providing active play in the garden. She meets their dietary needs well and follows young children's sleep routines, which promotes their physical well-being.

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

The childminder does not fully meet all the learning and development requirements. She offers her assistant some coaching and training to help carry out her responsibilities. However, there is greater emphasis on safeguarding and welfare than learning and development. This does not fully support the assistant to fully develop their skills and practice. The childminder reflects on her work. However, she does not evaluate her service and professional development needs well enough to identify and target weaknesses. The childminder suitably evaluates children's progress through an electronic system. She has secure links established with other settings and professionals to provide appropriate continuity of care and learning.

## Setting details

<b>Unique reference number</b>	111856
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	839786
<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>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	6 February 2009
<b>Telephone number</b>	

The childminder registered in 2000. She works with an assistant from domestic premises located in Netley Abbey, near Southampton, Hampshire. The childminder's service is open all year round, Monday to Thursday. She receives funding for free nursery education for children aged three and four years.

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