

Childminder Report

Inspection date

7 March 2016

Previous inspection date

27 April 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- At times, the childminder leaves her assistants, who do not all have valid paediatric first-aid certificates, in sole charge of children. The impact on children's safety is limited as the assistants have some understanding of how to treat children in the event of an emergency. The associated requirements of the Childcare Register are not met.
- The quality of teaching is inconsistent. When interacting with children, the childminder and her assistants do not always offer the right amount of challenge or support to fully extend their learning. The childminder does not monitor her assistants' practice and put in place coaching to improve the quality of teaching. Children do not make the best possible progress.
- The childminder does not have a clear understanding of observation, assessment and planning. Activities do not always match children's individual learning needs.
- The childminder's self-evaluation methods are not robust to ensure areas for development are accurately identified and addressed, to bring about consistent improvement.

It has the following strengths

- Children are settled and happy in their play activities. They develop strong relationships with the childminder and her assistants.
- The childminder places a good emphasis on partnership with parents. She communicates with them effectively to promote continuity in their children's care.
- The childminder provides children with fun experiences in the community, which they very much enjoy, for example, a trip with their parents to see a pantomime.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	Due Date
■ ensure assistants left in sole charge of children have a valid paediatric first-aid qualification	08/04/2016
■ develop effective observation, assessment and planning systems to plan activities that meet children's individual needs and provide them with challenge, to help them make the best possible progress	08/04/2016
■ improve how assistants receive coaching to improve their personal effectiveness and the quality of their teaching.	08/04/2016

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

- strengthen self-evaluation to identify and address areas for improvement.

Inspection activities

- The inspector observed children's play activities and the childminder's interactions with them.
- The inspector 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 looked at written feedback from parents.

Inspector

Lorraine Wardlaw

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not meet all the legal requirements, although this does not have a significant impact on the outcomes for children. Safeguarding is effective. The childminder has a secure understanding of the child protection procedure to take if she was worried about a child. Although the childminder has failed to ensure that her assistants are first-aid qualified, they do know how to act in a first-aid emergency. The childminder reflects on her work. However, she does not evaluate her service well enough to identify and target weaknesses. She does not monitor the quality of her own and her assistants' teaching and offer coaching and support to make improvements. The childminder suitably monitors children's progress but her system is not robust to help her target teaching precisely. A partnership with other settings and professionals exists, which provides children with continuity of care and learning.

Quality of teaching, learning and assessment requires improvement

Children show enjoyment and motivation during some of their play and adult-led activities. For example, they enjoy exploring playdough with their fingers and play a ball game with the childminder. The childminder promotes colour recognition and counting. However, overall the quality of the childminder's and her assistants' teaching skills and tailored interaction is variable; there is sometimes an absence of challenge and extension. Children have opportunities to learn songs and rhymes and enjoy looking at books. However, the childminder has an insecure knowledge of observation, assessment and planning, to consistently build on what each child knows and can do.

Personal development, behaviour and welfare require improvement

The childminder shows children warmth and sympathetic care to help them feel happy, and secure. However, the weaknesses in leadership and management do not fully promote children's safety. The childminder understands about equality and provides children with plenty of attention and supervision by her high staff to child ratios. Children behave well. They receive guidance on behaviour boundaries and positive praise from the childminder such as when tidying up resources. The childminder promotes children's health. She provides active play outdoors and suitable snacks and meals to meet children's dietary needs. Young children's sleep time routines are adhered to which promotes growth and development.

Outcomes for children require improvement

Children settle quickly and develop confidence, for example, through the adult support they receive. Children make sound developmental progress from their starting points. They learn suitable skills to prepare them for the future, such as school. On occasions, however, the teaching and resources do not match children's needs.

Setting details

Unique reference number	EY417681
Local authority	Hampshire
Inspection number	832452
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	27 April 2011
Telephone number	

The childminder was registered in 2010. She lives in Gosport, Hampshire. The childminder employs four assistants to work with her and the children. The childminder is open all year round, Monday to Friday. The childminder has a recognised childcare qualification at level 3.

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