

Childminder Report

Inspection date

25 April 2016

Previous inspection date

19 May 2015

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

Summary of key findings for parents

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

- The childminder does not maintain a daily record of children's attendance or monitor this for unexplained absences to help her to protect children's welfare.
- The childminder informally evaluates practice with her co-childminder but does not identify good areas for development to promote the very best outcomes for children.

It has the following strengths

- The childminder promotes children's learning through good teaching and questioning, positive interaction and caring support.
- Parents are very happy with the quality of care and education the childminder provides for their children.
- Children are confident and independent. They show, in the way they play and engage with adults and each other, that they feel secure and happy in the childminder's care.

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 an accurate record of children's hours of attendance is maintained and monitored to safeguard their welfare.	03/05/2016
■ maintain a daily record of the names of the children looked after on the premises and their hours of attendance.	03/05/2016

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

- use rigorous evaluation and clearer planning for improvement to raise standards further in the pursuit of excellence.

Inspection activities

- The inspector viewed all areas of the premises used for childminding.
- The inspector sampled a range of documentation including the accident record, policies and procedures, vetting for adults and children's learning records.
- The inspector held discussions with the childminder and her co-childminder throughout the inspection, particularly relating to safeguarding and behaviour management.
- The inspector spoke to two parents when they collected their children.
- The inspector observed the quality of teaching and the support for children's learning and development.

Inspector

Lisa Toole

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. However, the childminder does not maintain a good record of children's attendance, which is a breach of requirements. This makes it more difficult for her to monitor and identify when children are absent. The childminder supervises children closely so they remain safe while in her care, while also allowing them to play independently together. She understands her responsibilities to protect children and report any concerns about their welfare so they keep safe. Parents praise the childminder and her co-childminder for the care they provide and are happy with the feedback they receive from her.

Quality of teaching, learning and assessment is good

Children enjoy a broad range of activities and plenty of outings around the local community so they gain useful knowledge and skills. The childminder plans topics that fit around each child's specific needs and interests so that the activities they do are interesting and relevant to them. The use of good ongoing assessment enables the childminder to track each child's rates of progress carefully from when they first join her care. The childminder uses good systems to work with parents to support their children's learning and development. This partnership extends to working closely with different agencies to support children's special educational needs. Consequently, any gaps in children's development narrow in readiness for their move into full-time education.

Personal development, behaviour and welfare are good

Children's behaviour is good. They understand concepts such as sharing and taking turns and can follow instructions well. The childminder deals with any behaviour issues well. This helps children to understand what is right and wrong to support their emotional well-being. The children know how to keep safe as they play, commenting how 'the oven is hot and they can only touch it when it is cold'. Meal times are sociable occasions when all of the children sit down together to eat. The childminder encourages children to gain independence regarding their personal care. For example, she supports the youngest children to learn how to put on their shoes correctly. This means children are learning important skills for when they move on to school.

Outcomes for children are good

Children make good progress in all areas of learning and demonstrate a very positive attitude to gaining new skills and extending their understanding of the world. They enthusiastically solve problems. For example, they work out how to raise the level of a garage they have built with plastic bricks to enable a toy bus to fit underneath it. Children confidently decide where to play and what equipment to use both inside and out in the garden; this enables them to play in imaginative ways, for instance as they make 'ice-cream and banana soup' using resources from their mud kitchen.

Setting details

Unique reference number	EY405353
Local authority	Hampshire
Inspection number	1045187
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	17
Name of provider	
Date of previous inspection	19 May 2015
Telephone number	

The childminder registered in 2010. She works with a co-childminder, from their home in Romsey, Hampshire. Most areas of the premises are used for childminding and there is an enclosed garden for outside play.

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