

# Childminder Report

## Inspection date

31 May 2016

Previous inspection date

13 January 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The childminder has failed to keep her paediatric first-aid qualification up to date, which compromises children's health and safety. She is also in breach of the requirements of the Childcare Register.
- The childminder has a poor understanding of the learning and development requirements. She does not monitor children's progress sufficiently through observation and assessment. Her teaching is weak and she does not provide sufficient purposeful play and learning opportunities to help children make the progress they should.
- The childminder has limited knowledge of how to complete the progress check for children aged two years. She has failed to give parents this written information on children's development, as required.
- The childminder does not liaise sufficiently with parents, and other providers who also care and educate the children, to support continuity in children's care and education.
- The childminder's self-evaluation is weak and she fails to use professional development to improve her practice. Since the last inspection, she has failed to meet a number of requirements.

### It has the following strengths

- The childminder has good relationships with children. There is a strong, loving bond between them; children enjoy the cuddles and attention they receive from her. Children are content and behave well.

## 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:

	<b>Due Date</b>
■ complete a recognised paediatric first-aid training course	11/07/2016
■ develop a secure understanding of the learning and development requirements, including how to plan experiences that are challenging and enjoyable for all children, and involve parents in their children's learning	11/07/2016
■ increase knowledge of how to complete the written progress check for children between the ages of two and three years, and share this with parents	11/07/2016
■ use professional development opportunities to improve the quality of teaching and make effective use of observation, assessment and planning to help children to achieve the next steps in their learning and development	11/07/2016
■ ensure there is a regular two-way flow of information between parents and providers, where children attend more than one setting	11/07/2016
■ keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect	14/06/2016
■ ensure there is a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email.	11/07/2016

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

- make effective use of self-evaluation to identify breaches in requirements and target areas for improvement to improve the quality of provision for all children.

## Inspection activities

- The inspector observed children's play activities and the childminder's interactions with them, and talked to children at appropriate times during the inspection.
- 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 viewed written feedback from a sample of parents.

## Inspector

Lorraine Wardlaw

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The childminder does not meet legal requirements. For example, she does not hold a valid first-aid qualification. There has been a decline in the quality of the provision offered to young children. She has failed to make use of professional development opportunities to improve her knowledge of early years teaching and learning and to make improvements that benefit children's development. She does not monitor or assess children's progress; including completing the progress check for children aged two years, as required. Relationships with parents have developed over many years. Communication with them is secure, although the emphasis is on children's care, rather than their learning. Partnerships with other settings children attend are weak.

### Quality of teaching, learning and assessment is inadequate

Teaching does not match children's individual needs adequately. Observations and assessments are not accurate or precise. The childminder does not provide purposeful play experiences to build on what children know and can do. At times, children become restless and bored. The television is on in the background most of the morning, which distracts children's engagement in their activities. The childminder plays with children at times, and provides some learning opportunities, such as turn taking and counting during a monkey tree game. However, she does not encourage children to explore and investigate a wider variety of activities or to take part in new, enjoyable experiences.

### Personal development, behaviour and welfare are inadequate

The childminder's lack of understanding in meeting requirements, including those for safeguarding, compromises children's welfare and personal development. She does not have an up-to-date knowledge of first aid to treat injuries promptly and effectively. The childminder provides children with their basic care needs, such as drinks, a lunchtime meal provided by parents, toys to play with and television programmes. The childminder does not support children's all-round development adequately or motivate them to learn. Children receive suitable guidance from the childminder to keep safe, such as when they run around the house together, keeping each other amused.

### Outcomes for children are inadequate

Children's play, with the limited range of toys and activities provided, lacks purpose. They become bored and lack motivation, and do not all gain the skills and attributes they need for future learning and school.

## Setting details

<b>Unique reference number</b>	111852
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	835893
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<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 registered person</b>	
<b>Date of previous inspection</b>	13 January 2009
<b>Telephone number</b>	

The childminder registered in 1990. She lives in Gosport in Hampshire. Her service is open all year round, from Monday to Friday.

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.

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