

Childminder Report

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|--------------------------|-------------------|
| Inspection date | 15 June 2016 |
| Previous inspection date | 22 September 2014 |

| The quality and standards of the early years provision | This inspection: | Inadequate | 4 |
|---|-------------------------|----------------------|----------|
| | Previous inspection: | Requires Improvement | 3 |
| Effectiveness of the leadership and management | | Inadequate | 4 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Inadequate | 4 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

This provision is inadequate

- The childminder does not recognise all hazards in her home. She does not take sufficient steps to keep children safe or help them learn about how to keep themselves safe. This puts children at risk.
- The childminder does not support children's good health. She does not provide nutritious food or help children to learn to follow good hygiene routines.
- The childminder does not have an appropriate first aid qualification suitable for those working with children.
- The childminder does not make sufficient use of observations of what children can do, to plan purposeful activities to extend their learning and support them to make good progress.
- Self-evaluation is weak. The childminder's practice has declined since the last inspection. She is in breach of several requirements and the associated requirements of the Childcare Register.

It has the following strengths

- Children develop friendly relationships with one another and the childminder.
- Children learn about the natural world, for example, they enjoy planting activities and feeding the birds.
- The childminder shares appropriate information with parents to ensure a shared approach to meeting children's needs.

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 |
|---|-----------------|
| <ul style="list-style-type: none"> ■ ensure that children are kept safe at all times, with particular regard to assessing and reducing risks and helping children learn how to keep themselves safe | 22/06/2016 |
| <ul style="list-style-type: none"> ■ support the good health of children with regard to providing nutritious meals and snacks and supporting them to follow good hygiene practice | 22/06/2016 |
| <ul style="list-style-type: none"> ■ obtain a relevant paediatric first aid qualification | 15/08/2016 |
| <ul style="list-style-type: none"> ■ make effective use of information gained from observation to assess children's progress, and plan challenging and enjoyable activities that are more closely matched to children's individual next steps in learning. | 15/07/2016 |

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

- make effective use of self-evaluation to identify weaknesses within the provision and take effective steps to make ongoing improvement.

Inspection activities

- The inspector held discussions with the childminder at convenient times during the inspection.
- The inspector sampled documents that the childminder uses to support her practice.
- The inspector observed interactions between the children and the childminder.
- The inspector viewed all areas of the home used by children.
- The inspector viewed parents' written feedback.

Inspector

Kerry Iden

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The childminder has not identified risks in her home, which has a significant impact on children's safety. For example, open bottles of alcohol and assorted objects, including a television, are left on the dining room floor. Children are not always directly supervised when using this room as the childminder goes out to the kitchen to collect items. In addition, older children pass through this room to access bathroom facilities. The childminder knows how to identify and report child protection concerns. She has recently completed a first aid qualification, although this is not designed for those working with children. However, her previous paediatric first aid certificate has only recently expired and her knowledge of first aid is sufficient. This minimises the risk to children. The childminder has not identified all weaknesses in her practice. She is in breach of several requirements and the overall quality of her provision has deteriorated.

Quality of teaching, learning and assessment requires improvement

The childminder has a basic understanding of children's stages of development. However, she does not make effective use of her observations of what they can do to plan purposeful play to fully extend and challenge them. The planning of activities is broad and not closely matched to children's individual learning needs. Children enjoy activities, such as caring for wildlife in the garden. However, the childminder does not always make the most of such opportunities to extend children's learning. Children make choices in their play, for example, they choose books which they share with the childminder. They happily respond to her questions about the story.

Personal development, behaviour and welfare are inadequate

The childminder does not help children learn to stay safe. For example, children carry scissors inappropriately and the childminder does not explain why this is dangerous. Although children wear high-visibility vests for walks and outings, they do not learn about how this will keep them safe. The childminder does not support children's good health. For example, she provides fish and chips for their lunch and offers biscuits at other times. Additionally, children do not learn about good hygiene practice. They do not wash their hands before eating or after they have filled the bird feeder. The childminder builds friendly relationships with the children and they are content. The childminder helps them to behave well, to share and be kind to others.

Outcomes for children require improvement

Children are sufficiently prepared for the next stage in their education. They confidently make independent choices about their play. They learn new vocabulary which helps to support their early communication skills. Children develop their listening skills, for example, when the childminder asks them to find items on a poster and on picture cards.

Setting details

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|------------------------------------|---|
| Unique reference number | EY412978 |
| Local authority | Hampshire |
| Inspection number | 1049368 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 6 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Name of registered person | |
| Date of previous inspection | 22 September 2014 |
| Telephone number | |

The childminder registered in 2010. She lives in the Fareham area of Hampshire. She operates from Monday to Friday for 50 weeks a year.

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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