

# Childminder Report

<b>Inspection date</b>	13 May 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
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:**

- The childminder does not meet all the requirements, including those of the Childcare Register. She failed to notify Ofsted of a significant event and does not have all attendance registers available for inspection, as required.
- The childminder is inconsistent in her approach to teaching. At times, she engages well with the children to support their learning. However, at other times she does not provide them with sufficient challenge or encourage them to join in the activities. When this happens, children lose interest and their behaviour deteriorates.
- The childminder does not use the information from observations of children's play to plan activities that motivate children and help them to make good progress. She does not consistently take account of children's learning styles to engage their interest.
- The childminder has some basic methods to monitor and evaluate the provision but these are not effective in enabling her to meet all requirements and make continuous improvement.

### **It has the following strengths**

- The childminder builds warm relationships with the children. They are happy to separate from their parents and settle quickly, playing with the good range of resources.
- The childminder takes the children on lots of outings in the community, including to local parks where they can develop their physical skills.

## 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>
<ul style="list-style-type: none"> <li>■ improve the quality of teaching to provide children with age-appropriate challenges that target their individual learning and maintain their interest</li> </ul>	13/06/2016
<ul style="list-style-type: none"> <li>■ use information from observations of children's play to plan activities that motivate children and help them to make good progress</li> </ul>	13/06/2016
<ul style="list-style-type: none"> <li>■ ensure that all the required documentation is available for inspection.</li> </ul>	13/06/2016

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

- use self-evaluation effectively to identify weaknesses in practice and the quality of teaching, to continually improve outcomes for children
- respond to children's individual learning styles and preferences, adapting activities to consistently maintain their interest and to motivate them to learn.

### Inspection activities

- The inspector spoke to the childminder and the children at appropriate times.
- The inspector completed observations of the childminder and children indoors.
- The inspector reviewed the available documentation.
- The inspector used written information provided by parents to gain their views.

### Inspector

Lorraine Sparey

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The childminder has a sound understanding of the procedures to follow in the event of a concern with a child's welfare. Safeguarding is effective. The childminder has methods to monitor and evaluate her provision but these are not effective. She does not ensure that she is meeting all of the requirements, and she does not identify her strengths and areas to improve. For example, she was unable to provide recent attendance registers for inspection, as required. She has good relationships with parents and communicates well with them about their children's activities. The childminder failed to inform Ofsted about her health issues to enable them to assess her ongoing suitability, as required. She monitors children's progress and makes some observations of their play. However, she does not use this information to plan motivating learning experiences.

### **Quality of teaching, learning and assessment requires improvement**

The childminder's teaching is inconsistent. At times, the childminder uses open-ended questioning to support children's learning. For example, children play with a large fire engine and the childminder encourages them to count the wheels and she talks about their play to extend their language. However, the childminder does not always provide sufficient challenge or age-appropriate activities to engage the children fully. For example, she suggests a game that lacks challenge and fails to engage the children who then run up and down the room. Children enjoy planned daily outings to see animals in the field or visit the local park where they can use the play equipment. However, the childminder does not take account of children's learning styles and preferences. For example, when children who learn best outside lose interest in their learning and become disruptive, she does not consider using the outdoor play area to rekindle their attention.

### **Personal development, behaviour and welfare require improvement**

The childminder builds warm relationships with children. Children feel safe, secure and confident to approach her for reassurance and support. For example, when children had difficulty steering the large fire engine and indicated to the childminder that they needed help, she responded quickly and showed them how to manoeuvre the vehicle. However, children are not consistently motivated or interested in the activities that the childminder offers. Their behaviour is generally good when they are well occupied, but when they lose interest in activities or are not sufficiently engaged, their behaviour deteriorates.

### **Outcomes for children require improvement**

Children make steady progress from their initial starting points and learn some skills that they need for school. For example, they practise counting as they stack the cups before they happily knock them down. However, children are not consistently motivated to learn and some activities lack challenge.

## Setting details

<b>Unique reference number</b>	EY461190
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	947925
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2013. She lives in Hedge End, on the outskirts of Southampton in Hampshire. The childminder operates Monday to Friday during term time only.

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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