

Childminder Report

Inspection date

13 September 2017

Previous inspection date

28 September 2016

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		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Children's welfare and safety are compromised. The childminder does not risk assess all aspects of her home to help her identify and minimise every possible hazard to children. This is also a breach of the Childcare Register.
- The childminder does not supervise children adequately within the home to ensure she meets their needs. This results in biting injuries to young children going unnoticed.
- The childminder lacks clear knowledge of the areas of learning and how to plan challenging learning activities to inspire children. Children become uninterested, bored and their progress is limited.
- The childminder has insufficient knowledge of observation and assessment to help her plan activities to meet children next learning aims. This includes the progress check for children between the ages of two and three years. The childminder does not work sufficiently with other settings children attend.
- The childminder's record of children's attendance is not complete. This is also a breach of the Childcare Register requirements.
- The childminder has not taken sufficient action to address previous weaknesses in practice, both in the safety and well-being of children and in their early education. She demonstrates weak self-evaluation and improvement.

It has the following strengths

- The childminder builds relationships with parents and shares information with them about her setting.

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 all reasonable steps are taken to make sure children are not exposed to risks	24/09/2017
■ ensure children are adequately supervised at all times	24/09/2017
■ develop a clear knowledge and understanding of the learning and development requirements	30/11/2017
■ plan challenging and enjoyable experiences that cover all the areas of learning and development effectively, taking into account the individual needs, interests and stage of development of each child	30/11/2017
■ develop use of observation and assessment to accurately identify where children are in their development and what they need to learn next, and keep parents and other settings involved in children's care and learning regularly informed about children's progress	30/11/2017
■ ensure a daily record of the names of the children being cared for on the premises and their hours of attendance is kept.	24/09/2017

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

- develop self-reflective practice and make effective use of self-evaluation to accurately identify strengths and breaches in requirements to improve the quality of provision.

Inspection activities

- The inspector observed the play activities, spoke to children and evaluated the quality of the teaching in the home.
- The inspector spoke to the childminder at appropriate times during inspection and discussed methods for assessing children's progress, including how she evaluates the quality of provision.
- The inspector took account of the views of the parents after reading written letters.
- The inspector carried out a joint observation with the childminder.

Inspector

Loraine Wardlaw

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The childminder has a weak knowledge of how to keep children safe. She does not keep risks within the home to a minimum and on occasions she leaves one-year-olds unattended with older children, when she is upstairs. Required documents are not complete, such as the record of children's attendance. The childminder has failed to take sufficient steps to meet the actions set at her previous inspections to improve the quality of her practice. She has completed training on some aspects of children's learning, such as mathematics. However, she does not use this knowledge to raise the quality of teaching sufficiently. The childminder has not identified weaknesses in her practice and improved enough to ensure that she adequately meets children's individual needs. The childminder fails to liaise with other settings children attend, which affects her ability to support them satisfactorily while in her care.

Quality of teaching, learning and assessment is inadequate

The childminder sometimes joins in children's play, but her teaching skills lack purpose and learning aims for the children. She demonstrates a weak knowledge of the areas of learning and the progress check for two-year-olds. The childminder does not use her knowledge of children's capabilities to plan sufficiently for their progress. Children happily amuse themselves with the toys available, but at times throughout the morning they are unmotivated to learn and to play. They choose musical instruments to use but do not sing any rhymes and the play soon ends. The childminder is not confident or skilled enough to lead and extend the activity. The lack of challenging play activities planned by the childminder affects children's ability to make the progress of which they are capable.

Personal development, behaviour and welfare are inadequate

The childminder's poor knowledge of how to keep children safe compromises children's welfare. She does not ensure children are always within her sight or hearing and is unaware of behavioural incidents. The childminder teaches children basic skills, such as colour recognition and learning to take turns. Children show they have a bond with the childminder, who interacts with them, for example, when they hide their eyes and call her name. However, these games often lack challenge to help children make progress. The learning environment is not used successfully to help children move on in their learning. Play resources are often jumbled up or missing and have limited play value for children. Although children are encouraged to tidy up, they do not understand where toy items belong due to the childminder's weak teaching. The childminder ensures the children's nutritional needs are met with the regular mealtime routines and drinks freely available.

Outcomes for children are inadequate

During the inspection, children spent a lot of time lying on cushions and not engaging in meaningful learning activities with the childminder, who they sometimes ignore. They do not show the skills required for future learning. However, they do enjoy outdoor activities, such as going on the bus ride into town and local landmarks, which gives them some understanding of their local community. At times, older children engage in conversations

with the childminder, talking about their family, and they develop some physical skills, such as when they use the outdoor slide.

Setting details

Unique reference number	EY359783
Local authority	Hampshire
Inspection number	1107675
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 registered person	
Date of previous inspection	28 September 2016
Telephone number	

The childminder registered in 2007. She lives in Gosport, Hampshire. The childminder operates her service on Monday to Friday between the hours of 7.30am and 5pm.

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