

Childminder Report

Inspection date

12 October 2017

Previous inspection date

3 December 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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 has not informed Ofsted of all people over the age of 16 years living on the premises within 14 days, as required. However, the risk to children's welfare is minimal. This is also a breach of the Childcare Register requirements.
- The childminder does not share information about children's learning and development with all other settings children attend.
- The childminder completes tasks for children that they could manage themselves.
- Although the childminder does complete some reflection and self-evaluation with her co-childminder, this is not sufficient. Some breaches and weaknesses have not been identified and addressed.

It has the following strengths

- Children enjoy their time with the childminder. They are happy and form strong bonds with her. For example, young children snuggle in for comfort as she feeds them. She effectively supports their emotional development.
- The childminder and her co-childminder provide an attractive and stimulating learning environment. They have a range of resources that helps them to support children's learning and development. Children make adequate progress in their learning and development from their starting points.
- Simple house rules and boundaries help the childminder to encourage children's positive behaviour. Children 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:

Due Date

- ensure that Ofsted is informed of any changes to people over the age of 16 living or working on the childminding premises. 12/11/2017

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

- ensure that professional relationships are built with all settings that children attend to help support consistency in their care and learning
- create more opportunities for children to manage tasks for themselves and develop their independence skills
- strengthen arrangements for self-evaluation to ensure that knowledge is kept current, practice continues to develop and outcomes for children improve.

Inspection activities

- The inspector observed the childminder, her co-childminder and children as they played, listened to their interactions and talked with them at appropriate times during the inspection.
- The inspector held discussions with the childminder and co-childminder in relation to observations of children's play, learning and progress.
- The inspector sampled documentation, including children's records and evidence of suitability checks.
- The inspector took note of parents' written views.
- The inspector viewed the areas of the childminder's house and garden used for the care of children.

Inspector
Emma Dean

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder is knowledgeable about child protection and what procedures to follow if she has any concerns about children's welfare. She uses tools, such as risk assessments, to help her ensure her setting is safe for children. However, the childminder does not keep her knowledge current. She has not informed Ofsted of changes to the household so the necessary suitability checks have not been carried out on a new household member. The childminder significantly minimises this risk to children as she always supervises the new household member. On this occasion, Ofsted does not intend to take any further action. The childminder does use reflection and self-evaluation with her co-childminder to consider their setting and practice. However, this is not effective enough to ensure that she meets the requirements of the early years foundation stage at all times.

Quality of teaching, learning and assessment requires improvement

The childminder knows the children well. She supports and monitors their learning and development. The childminder gathers information from parents to help her set starting points for children. She plans activities to close gaps and extend children's learning. For example, the childminder introduces a measuring tape to road building activities. She teaches children about measurement and supports their developing mathematical skills. The childminder works effectively with some, but not all, of the other early years settings children attend. This does not fully support continuity for all children. Children with English as an additional language have satisfactory support to develop their communication skills.

Personal development, behaviour and welfare require improvement

The childminder is a good role model for children. She supports them to develop good manners. The childminder builds suitable partnerships with parents. She supports them to supply healthy meals for their children. Children have opportunities to learn about the wider world, for example, as they visit the library for story time sessions. Children have opportunities for outdoor play, such as in the garden and at local parks. These support their physical development. The childminder does not fully support children to develop their independence skills. For instance, she completes tasks for children without giving them the opportunity to try to manage themselves first.

Outcomes for children require improvement

Children learn some skills to support them as they move on to school. For example, they learn to play with friends, share resources and take turns. They learn to recognise their written name. Children are confident and motivated to explore, play and learn. They chose their own resources and toys to play with. Children develop some skills to look after their own belongings, such as putting their jumpers in their bags when they take them off.

Setting details

Unique reference number	112777
Local authority	Hampshire
Inspection number	1070131
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	13
Name of registered person	
Date of previous inspection	3 December 2014
Telephone number	

The childminder registered in 2001. She lives in Farnborough, Hampshire. The childminder works with another childminder. They provide care Monday to Friday, from 7.30am to 6.30pm, throughout the year. Both childminders hold suitable early years qualifications at level 3. They accept funding for the provision of free early education for children aged two, three and four years.

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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