

Childminder Report

Inspection date	19 October 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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:

- At times, the childminder's behaviour management strategies are not effective in helping children to manage a range of behaviours. Children do not always understand what she expects of them, or learn how to manage their behaviour appropriately.
- The childminder's tracking of children's progress does not enable her to consistently plan for their next steps in learning. Activities and play experiences engage children's learning but are not consistently adapted to suit their individual learning priorities.
- The childminder has not fully explored how to involve parents more closely in supporting their children's next steps in learning at home.
- Self-evaluation is not effective enough to identify weaknesses in the childminder's practice, including her professional development, to help improve outcomes for children's learning.

It has the following strengths

- Children build strong relationships with the childminder, who is caring and kind. For example, younger children enjoy the cuddles and reassurance the childminder provides.
- The childminder promotes children's independence appropriately. Children enjoy taking responsibility for some age-appropriate tasks, and manage them confidently. This helps them to develop their self-care skills, in readiness for their next stage in learning.
- Older children's language skills are developing well. For instance, the childminder introduces new vocabulary during activities and helps children to consider and express their own thoughts and ideas. Children are confident and articulate communicators.

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"> ■ increase knowledge and understanding of strategies to manage children's behaviour, and implement these effectively, to help support children's understanding of appropriate behaviour 	30/11/2017
<ul style="list-style-type: none"> ■ improve the arrangements to monitor children's progress, to ensure activities are planned and tailored to meet children's individual needs and their next steps in learning, to enable them to make good progress. 	30/11/2017

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

- strengthen partnership working with parents, to encourage them to actively contribute and support their children's learning and development
- strengthen the use of self-evaluation to identify areas for improvement, including professional development and training, to help improve outcomes for all children.

Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of teaching and children's learning, and evaluated activities with the childminder.
- The inspector checked evidence of the childminder's suitability, looked at a selection of children's records and safeguarding procedures and discussed the childminder's self-evaluation process.
- The inspector had a tour of the parts of the childminder's home she uses for the care of children.
- The childminder read and took account of the views of parents, provided in writing.

Inspector

Tara Naylor

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder understands the signs that could indicate that a child's welfare is at risk, and she knows what action to take in the event of a concern. The childminder has begun to use self-evaluation, to identify some areas for her future development. However, she has not focused on how she can build on her professional knowledge, to develop her teaching skills more effectively. The childminder has established relationships with parents, to discuss children's care and the key achievements they make in their learning. However, she does not succeed in encouraging parents to fully support their children's learning and development at home.

Quality of teaching, learning and assessment requires improvement

The childminder makes regular observations and assessments of children's learning. However, these are not always accurate enough to enable her to plan activities that closely match children's next steps in learning, particularly to help children learn an appropriate range of behaviours. At times, the childminder spends a great deal of her time managing children's behaviour, which limits her ability to support all children's learning well. Nevertheless, children do engage in some activities and concentrate for short periods. For instance, the childminder helps younger children to explore the textures of flour and dough as they make bread. She teaches older children how to weigh ingredients and helps them to count out each spoon of flour confidently.

Personal development, behaviour and welfare require improvement

The support to help children develop positive behaviour is not consistently effective. The childminder uses some strategies to teach children appropriate play routines. However, children do not always listen, and the childminder does not make her expectations consistently clear. This means that sometimes children do not learn how to manage a different range of behaviours, including how to play cooperatively with others, to the best of their ability. The childminder promotes children's independence skills appropriately. For instance, children learn how to collect cutlery, cut up fruit and make their own sandwiches at lunchtime. The childminder praises children when they manage tasks independently, to help develop their self-esteem and confidence.

Outcomes for children require improvement

Overall, children acquire some skills that prepare them for their future learning, including their eventual move to school. However, children do not consistently make as much progress as they could in some of areas of their learning, such as their personal, social and emotional development. Older children gain some mathematical skills, such as counting confidently and learning to recognise and draw some shapes. Younger children gain secure physical skills. For instance, they learn to feed themselves independently and are able to operate switches on some musical toys.

Setting details

Unique reference number	EY490290
Local authority	Hampshire
Inspection number	1029142
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015 and lives in Fleet, Hampshire. She provides care for children from Monday to Friday from 7.30am to 6pm. The childminder can receive funding for the provision of free early education for children aged two, three and four years.

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