

Childminder Report

| | |
|--------------------------|------------------|
| Inspection date | 28 November 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 | | Good | 2 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Although the childminder organises some activities to support children's development, her planning and teaching do not consistently challenge children's capabilities and focus enough on their next steps in learning.
- The newly registered childminder recognises children's early learning needs, but currently does not focus on children's communication and language skills well enough to encourage good rates of progress.
- The childminder's self-evaluation and improvement strategies are not effective in monitoring her and her assistant's teaching practice, to raise outcomes for children.

It has the following strengths

- The childminder and her assistant provide a very warm and welcoming home. Children settle extremely quickly and build very strong bonds with the childminder, who is loving and attentive to their needs.
- The childminder and her assistant work well together to help keep children safe, particularly on outings such as travelling on a bus. They make effective use of risk assessments to help identify and minimise any hazards.
- The childminder has a strong and very flexible partnership with parents. She shares information about children's well-being, achievements and progress. This helps parents to be involved in supporting children's learning at home.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

| | Due Date |
|--|-----------------|
| ■ develop planning of the play programme to ensure it covers all areas of learning effectively | 08/01/2018 |
| ■ improve teaching skills to ensure that children's next learning steps are built on consistently, particularly in communication and language, to ensure they make the best possible progress. | 08/01/2018 |

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

- develop self-evaluation to identify strengths and areas for improvement, including opportunities for professional development for the assistant in regards to teaching and learning.

Inspection activities

- The inspector spoke to children, observed their play activities indoors and outdoors, looked at the available resources and read relevant documentation.
- The inspector discussed the childminder's leadership and management, including safeguarding and self-evaluation methods.
- The inspector looked at feedback from parents and took account of their views.
- The inspector carried out a joint observation with the childminder.

Inspector

Lorraine Wardlaw

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder has a secure understanding of what to do if she was worried about a child, including protecting children from people with extreme views. She ensures her assistant is a qualified first aider so that he can care for children for short periods and in an emergency. The childminder supervises children well and manages risks appropriately to help keep them safe, such as when they use the trampoline in the garden. She reflects on some aspects of her work. However, she does not evaluate her service well enough to identify and target key weaknesses, particularly in children's learning and development. She has not fully embraced her responsibility to develop her assistant's knowledge of the learning and development requirements. The childminder liaises well with other providers who also care and educate the children.

Quality of teaching, learning and assessment requires improvement

The childminder's teaching is variable. She does not fully meet all of the learning and development requirements. The childminder observes and assesses children accurately, but the delivery of their next steps, to consistently build on what each child knows and can do, is not evident in everyday practice. For example, when children climbed on the outdoor rocker she did not use this opportunity to target communication skills and purposefully re-enforce words or well-known rhymes. She does not consistently provide children with a rich language environment, although her assistant supports children well in their home language. Children make play choices from the varied toys which are available to them, such as musical toys and cars. The childminder interacts with them appropriately during play to encourage some aspects of mathematics, such as counting.

Personal development, behaviour and welfare are good

Children are encouraged to feel happy and safe by the childminder, who shows them kindness, warmth and understanding. They enjoy plenty of sympathetic reassurance and develop well in their personal, social and emotional development. Children are supported to behave well and to learn boundaries of behaviour, such as how to share and take turns with toys. They receive guidance and positive praise from the childminder, who promotes children's good health well. Each day children enjoy a hot, home-cooked, nutritious meal. They regularly engage in active play outside, such as walking in the fresh air and during local outings in the community. Children develop good physical skills, such as when they negotiate a small slide independently.

Outcomes for children require improvement

Children are not making the progress that they are capable of because the childminder does not plan well for all areas of learning. However, children are developing some skills for their future lives, such as becoming independent as they choose toys from the good range on offer or put on their own coat. They are becoming confident and social learners as they engage with adults in playful situations and show positive attitudes to learning.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY493081 |
| Local authority | Southampton |
| Inspection number | 1027408 |
| 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 | 11 |
| Name of registered person | |
| Date of previous inspection | Not applicable |
| Telephone number | |

The childminder registered in 2015. She lives in Southampton and works with an assistant. The childminder is open seven days a week, all year round.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

