

# Childminder Report

**Inspection date**

17 January 2018

Previous inspection date

31 January 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Requires Improvement	3
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 yet use her assessments of children's learning effectively to address gaps in their development or plan suitably challenging activities to support them to make good progress. On occasions, she shares inaccurate information with parents about children's progress so they are not aware of where their child may need further support.
- The childminder does not make best use of the activities she provides to consistently support, challenge and motivate children in their learning. She fails to fully support children's communication and language development and social skills, including where children show some delay.
- The childminder does not use her play spaces effectively to provide children with an enabling space to learn.
- The childminder does not evaluate her provision sufficiently, to help her to identify and address the weaknesses in her teaching skills and children's learning.

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

- The childminder is kind, caring and responsive towards meeting children's individual needs. Children enjoy familiar routines and a settled relationship with the childminder.
- The childminder suitably promotes children's interest in the local community. For example, children enjoy trips to the park and nearby woodlands where they develop their physical skills.

## What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> <li>undertake accurate observations and assessments, and provide parents with an accurate picture of what children know and can do, to inform children's next steps in learning more precisely, so that they are better supported to make good progress</li> </ul>	21/02/2018
<ul style="list-style-type: none"> <li>improve teaching to provide children with suitably challenging activities that focus on their individual learning needs and help them to make good progress, with particular regard to their speech and language skills and personal and social development.</li> </ul>	21/02/2018

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

- provide a more-enabling environment that effectively supports children's learning
- make better use of self-evaluation to improve the quality of teaching and learning.

### Inspection activities

- The inspector observed the childminder's practice with the children inside and outdoors.
- The inspector discussed the children's development, in particular the support for their speaking and language skills.
- The inspector discussed the process of self-evaluation.
- The inspector examined a selection of documentation.
- The inspector and the childminder jointly discussed the effectiveness of the teaching and learning that took place.

**Inspector**  
Melissa Cox

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder has a suitable knowledge of the signs that may indicate a child is at risk of harm. On the day of the inspection, household items, such as large exercise equipment and an ironing board, were set up in the children's play spaces outside, which reduced opportunities for children to fully engage in play. However, the childminder supervises children adequately to reduce any risks and to ensure their safety. The childminder does not use her self-evaluation effectively to help improve her practice. Although she has met the action set at her last inspection and now keeps a record of children's hours of attendance, she fails to identify further weaknesses in her provision. For example, the childminder does not fully monitor children's rates of progress to ensure they make good progress in readiness for school.

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

Although the childminder plans interesting activities, her teaching during these activities is variable. For example, during a craft activity her interactions were limited to questions that tested children about the colours they know. She does not consistently use what she knows about the children to help them work towards their next steps in learning. For example, she fails to effectively support children's developing speaking skills. However, children are settled and happy. They make choices from the equipment set out for them and generally stay occupied. The childminder makes some observations of children's learning.

### Personal development, behaviour and welfare require improvement

Weaknesses in how the childminder supports children's social skills and how she prepares her learning environment limit the progress children make in some areas of learning. For example, the noise of a radio playing in the background limits children's ability to concentrate and listen in order to make good progress in their speaking. The childminder suitably supports children's behaviour overall. She helps them learn about using good manners and using kind words. However, the childminder does not consistently encourage children's social skills. She fails to reinforce her house rules, for example, when children jump on the sofas or when they occasionally throw toys. Children have some opportunities to play outside in the garden, although the household items that take up the play space limit their enjoyment of this.

### Outcomes for children require improvement

Weaknesses in how the childminder assesses children's development and supports their learning leave some children at risk of falling further behind in key areas of their development. Nevertheless, children develop some of the skills needed to support their future learning. They build relationships with one another and sometimes share toys, despite the variable progress made with their social skills. They generally follow instructions and show a basic range of self-care skills, such as putting on their own coats for outdoor play.

## Setting details

<b>Unique reference number</b>	EY449845
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1107827
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	5
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	31 January 2017
<b>Telephone number</b>	

The childminder registered in 2012. She lives in Yateley, Hampshire. The childminder operates her service from 7am to 6pm on Monday to Friday, for most of the year, except for family holidays.

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Piccadilly Gate  
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Manchester  
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