

Childminder Report

Inspection date

9 February 2018

Previous inspection date

27 October 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The childminder does not ensure she keeps children safe. She sometimes leaves children out of her sight and hearing, unsupervised in a car. This puts children at risk of harm.
- The childminder is not confident in fully supporting every child's learning needs. The quality of her teaching is not consistently good.
- The childminder and her assistant have not benefited from enough training opportunities to improve their teaching practice.
- The childminder's procedures for self-evaluation and improvement are ineffective. The childminder has an inaccurate view of her setting and is not prioritising areas for development sufficiently well.
- The childminder's relationships with all other settings children attend are not consistently good. This prevents her from exchanging detailed information about some children's care and learning needs.

It has the following strengths

- Children receive attention and support from both the childminder and her assistant. They enjoy their learning activities and make some progress in their development.
- The childminder and her assistant have updated their knowledge of child protection and are aware of the procedures to follow if they were concerned about a child.

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 children are suitably supervised, usually within sight or hearing at all times, particularly when being transported in a vehicle	20/02/2018
■ develop a secure knowledge of observation and assessment to help plan for children's progress across all areas of learning	04/04/2018
■ use professional development opportunities to improve teaching skills to help children make the best possible progress.	04/04/2018

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

- develop self-evaluation methods to identify strengths and areas for improvement to enhance the quality of the provision
- improve partnerships with other settings children attend to support continuity of care and learning.

Inspection activities

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

Inspector

Lorraine Wardlaw

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The childminder's practice has lapsed since her last inspection and she fails to meet all requirements. She does not supervise children sufficiently. On occasions, she leaves children unattended in a car while she takes children into pre-school. The childminder has not identified weaknesses in her practice and improved enough to ensure that she can meet children's individual needs. Although both the childminder and her assistant hold valid first-aid certificates, as required, they have not ensured their teaching skills are consistently good. Overall, the childminder builds a suitable partnership with parents, such as through daily verbal communication and newsletters. She liaises with other settings children attend, but relationships are not always positive, which affects her ability to successfully support all children.

Quality of teaching, learning and assessment requires improvement

The quality of teaching offered by the childminder and her assistant is variable. Observations and assessments of children's progress are made but these are not consistently precise and accurate. The childminder and her assistant have some understanding of the children's development. The planning of play activities takes some account of their needs. For example, a rice activity with different red containers motivates children to touch, feel and explore with their hands. The childminder's assistant interacts well with children, building on what they know and can do, but the childminder's interactions are not so positive. She does not consistently get down to children's eye level and focus enough on them learning key vocabulary. However, she does provide teaching support to encourage them to reach key milestones, such as walking unsupported.

Personal development, behaviour and welfare are inadequate

The childminder's inability to keep children safe compromises children's welfare. She does not ensure children are always within her sight or hearing at all times. Children are learning the boundaries of behaviour from the childminder and her assistant who, overall, are positive in the management of children. Children behave well, and have their care needs met appropriately. For example, when they are tired the childminder follows the parents' preferences around sleeping arrangements. The childminder ensures the children's nutritional needs are met with regular mealtime routines and drinks freely available throughout the morning. She ensures children have fresh air and exercise, such as when they go on visits to the local park.

Outcomes for children require improvement

Children are not making the progress that they are capable of because not all areas of learning are planned for well. However, children are developing some skills for their future learning, such as becoming independent, as they choose toys from the varied range on offer. They are becoming confident and social as they engage with some adults in playful situations and show positive attitudes towards learning.

Setting details

Unique reference number	111752
Local authority	Hampshire
Inspection number	1123073
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	10
Name of registered person	
Date of previous inspection	27 October 2015
Telephone number	

The childminder registered in 1997. She lives in Andover, Hampshire. The childminder works with an assistant. She works all year round except for bank holidays and family holidays. She works weekdays from 8am to 6pm.

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