

Childminder Report

Inspection date

5 April 2018

Previous inspection date

25 September 2015

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 quality of teaching is variable. The childminder, at times, makes inaccurate observations. For example, she does not know if children are making progress in their learning, such as with their communication skills. The childminder does not consistently support children to behave well. At times, they do not understand what is expected of them.
- The childminder does not work with all other professionals involved in children's care and learning. This does not support consistency and children do not make good progress in their learning.
- The childminder does not promote children's good health as well as possible. Hand washing routines are not always implemented well.
- The childminder does not support children's developing independence consistently. For example, children do not have full choice as to what they play with and she completes simple tasks for them.
- Self-evaluation is not robust enough to ensure the childminder's practice and provision are good at all times.

It has the following strengths

- Children enjoy their time with the childminder and their friends.
- Parents receive information about their children's time with the childminder. Parents are happy with the care their children receive.

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"> improve knowledge and understanding of assessments and how to raise the quality of teaching and help children make consistently good progress in their learning, particularly in developing their communication skills 	17/05/2018
<ul style="list-style-type: none"> increase knowledge and understanding of strategies to manage children's behaviour, and implement these effectively to help children understand what is expected of them 	17/05/2018
<ul style="list-style-type: none"> ensure that when other professionals are involved in children's care and learning, effective working partnerships are built to fully meet children's individual needs. 	04/05/2018

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

- help children learn about a healthy lifestyle and understand the importance of good hygiene practices
- encourage children to manage simple tasks for themselves and to make choices in their play
- improve the effectiveness of self-evaluation to identify key areas for improvement and development.

Inspection activities

- The inspector observed the childminder and children as they played. She listened to their interactions and talked to them at appropriate times.
- The inspector held discussions with the childminder in relation to observations of children's play, learning and progress.
- The inspector sampled documentation, including children's records.
- The inspector spoke to parents available on the day of inspection.
- The inspector viewed areas of the 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 understands her responsibility to promote children's welfare. She knows what actions to take if she has any concerns. The childminder is proactive and attends training. However, she does not use this effectively to improve the quality of her teaching or practice. For example, the childminder is not consistent in helping children learn to manage their behaviour or to know what is expected of them. The childminder does reflect on her work and setting, and she makes some plans for improvements and development. However, self-evaluation is not effective enough to identify the weaker areas of practice.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is inconsistent. At times, the childminder teaches children well, such as supporting their mathematical development by counting with children. However, support for children's developing communication is poor. At times, she does not consistently support children's developing speech or encourage children to remove their dummy when they speak. The childminder has a poor understanding of supporting children who are learning English as an additional language and they do not make good progress in their learning. The childminder makes regular observations of children's learning, but these are, at times, inaccurate. This does not help the childminder monitor their progress or plan activities to extend children's learning. Some children do not have their learning consistently supported as the childminder fails to build partnerships with other professionals.

Personal development, behaviour and welfare require improvement

The learning environment does not encourage children to make choices and follow their interests. For example, some resources are not easily accessible for all children. Children do enjoy a range of outings in the local area. They learn about the natural environment, for example, at the beach, and meet different people. This supports their developing understanding of the wider world. The childminder completes tasks, such as face wiping, that children could manage themselves. This does not support their independence. The childminder does not routinely use good hygiene routines. For example, children do not learn about effective handwashing before eating their nutritious snacks.

Outcomes for children require improvement

In general, children learn some skills that help prepare them for the move on to school. For example, they learn to play with their friends, developing their social skills. Children learn to share toys and take turns. They learn about mathematical language, such as, 'narrow' and, 'wide', as they play with toy cars and buildings. However, some weaknesses in teaching mean children's progress from their starting points is not good.

Setting details

Unique reference number	110932
Local authority	Hampshire
Inspection number	1126588
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	5
Name of registered person	
Date of previous inspection	25 September 2015
Telephone number	

The childminder registered in 1993. She lives in Gosport, Hampshire. The childminder provides care from 7.30am to 5.30pm from Monday to Friday throughout the year. She receives funding for the provision of free early education for children aged two, three and four years. The childminder holds a relevant level 3 qualification.

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 2018

