

Childminder Report

Inspection date

15 June 2018

Previous inspection date

20 February 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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:

- The childminder does not evaluate her practice accurately enough to ensure that she is prioritising and addressing all weaknesses as fully as possible. The childminder's professional development is not sufficiently focused on raising the quality of her assessment and teaching, to help children make the best possible progress.
- Although the childminder has made improvements to the way she observes and plans for children's learning, she does not monitor their progress to full effect. At times, this hinders how she plans precisely for their next steps and limits how effectively she supports their learning.

It has the following strengths

- The childminder has a good understanding of her role and responsibilities in keeping children safe. For example, she has provided Ofsted with relevant information to help ensure the suitability of all those living on the premises.
- The childminder maintains appropriate ratios that enable her to meet all children's needs. Children develop warm relationships with the childminder, who is kind and attentive. Children are happy and settle well in her care.
- Children freely choose from toys and resources that motivate their play. The childminder follows children's individual interests and helps them to concentrate and persevere at some activities that help younger children develop good 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
■ target professional development opportunities to focus on improving teaching and monitoring of children's progress	18/08/2018
■ monitor children's progress more closely and plan more precisely for their next steps in learning to help children make the progress of which they are capable.	18/08/2018

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

- strengthen self-evaluation to set development priorities and address weaknesses, to improve outcomes for 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 the effect this has on children's learning.
- The inspector had a tour of areas of the childminder's home and garden that children use.
- The inspector checked evidence of the suitability of the childminder, looked at a selection of children's records and safeguarding procedures, and discussed the childminder's self-evaluation process.
- The inspector discussed with the childminder her practice and children's learning and development.

Inspector

Tara Naylor

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has made some improvements since her last inspection to address the actions that were set. However, self-evaluation is not fully effective in prioritising and addressing all areas of improvement, including the childminder's professional development, to raise the quality of the provision to a good level. The arrangements for safeguarding are effective. The childminder has completed some safeguarding training. She has a clear understanding of the signs that could indicate that a child is at risk of harm and knows the procedures to follow to report any concerns. The childminder's arrangements to monitor children's progress are not fully embedded. At times, planning for children's next steps is not precise for all areas of learning, to ensure outcomes for children are consistently good.

Quality of teaching, learning and assessment requires improvement

The childminder provides children with a well-resourced environment. Children are motivated in their play and the childminder captures some opportunities to build on their communication and language skills. For instance, when children feel the textures of materials, she introduces language, such as 'soft' and 'scratchy', to help them understand what these new words mean. The childminder completes some accurate observations and assessments of children's learning and development. However, she does not consistently assess their overall progress, to target teaching as effectively as possible. The childminder shares children's key achievements with parents and provides them with ideas of how they can support learning at home.

Personal development, behaviour and welfare are good

Children are confident and happy. They develop strong bonds with the childminder, who responds to their individual needs well. For instance, she recognises when they are tired and helps to settle them for a nap, to meet their physical needs well. The childminder successfully helps children to lead healthy lifestyles. For example, she provides daily opportunities for them to take part in energetic play and encourages them to drink plenty in warmer weather. Children behave well. They learn how to share toys and resources, such as when they share wooden blocks with the childminder as they play together. Parents comment positively about the good-quality care the childminder provides for their children and how she complements children's home routines well.

Outcomes for children require improvement

Weakness in monitoring and planning means that children are not consistently supported to make the progress of which they are capable. Children gain some basic skills to support their future learning. For instance, they develop control and coordination as they manipulate and build with wooden blocks. They become absorbed in their play and persist at the task, which helps them gain confidence in their new abilities.

Setting details

Unique reference number	EY317491
Local authority	Hampshire
Inspection number	1132531
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	20 February 2018
Telephone number	

The childminder registered in 2005 and lives in Yateley, Hampshire. The childminder provides care for children on Monday to Wednesday from 7am to 6pm, and on Thursday and Friday from 8am to 6pm, for most of the year.

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