

Childminder report

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| Inspection date | 25 October 2018 |
| Previous inspection date | 1 June 2016 |

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

Summary of key findings for parents

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

- Although the childminder notifies Ofsted of her new assistants to carry out suitability checks, her recruitment processes are not robust, such as by seeking references.
- The childminder's coaching she gives to her new assistants lacks precise details of how they can enhance their teaching skills.
- The outdoor learning environment is not inspiring because it is not checked regularly to ensure it is stimulating for children who prefer to play and learn outside.
- The childminder's self-evaluation methods do not identify successfully what she needs to improve.

It has the following strengths

- Teaching, learning and assessment are strong. The childminder is an enthusiastic teacher of young children. She has a good understanding of each child, their development and next learning steps.
- The childminder and her assistants have a secure knowledge of child protection issues. They work successfully with outside agencies to keep children safe from harm.
- Partnership with parents is good. The childminder and her assistants communicate with parents extremely well. Parents report glowingly about her service and how much the children benefit by being in her care.

What the setting needs to do to improve further

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

| | Due date |
|--|------------|
| improve the recruitment process of assistants, for example, to include seeking references. | 09/11/2018 |

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

- develop the teaching skills of the assistants to a higher level by enhancing the coaching support they receive
- check the outdoor learning environment more regularly to ensure it is inspiring and attractive for children's play and learning
- develop self-evaluation methods to identify successfully strengths of practice and what needs to improve.

Inspection activities

- The inspector observed the children's play activities indoors, talked to the children and looked at the available play resources.
- The inspector took account of the views of parents spoken to on the day.
- The inspector held a leadership and management discussion with the childminder, spoke to the assistants and looked at relevant documentation.
- The inspector carried out a joint observation with the childminder in the front garden.

Inspector

Loraine Wardlaw

Inspection findings

Effectiveness of leadership and management requires improvement

Since her last inspection, the childminder has not maintained good provision. She reflects on some aspects of her work and evaluates her service but does not identify and target all weaknesses successfully. Safeguarding is effective. The childminder has a very good knowledge of the possible signs that a child may be at risk of harm and follows her procedures well. However, she does not follow robust recruitment procedures when employing new assistants to work with her, such as by seeking references. The childminder monitors her assistants' practice but does not consistently focus her feedback on raising the quality of their teaching to the highest level.

Quality of teaching, learning and assessment is good

The childminder demonstrates good teaching skills. When she reads a favourite story about a tree, she helps children to learn about seasons by actively tapping the book, which engages them fully. She asks children varied questions to help develop their thought processes and uses a good range of language to extend fully their vocabulary. She explains, for example, about 'icicles' saying, 'Where the rain has dropped and frozen'. Through the use of frequent, purposeful and playful interactions, the childminder helps younger children to develop strong relationships with adults and friends. She supports children well to fit puzzle pieces together, name animals and say animal sounds or to complete a shape sorter puzzle.

Personal development, behaviour and welfare require improvement

Children are extremely happy and feel emotionally secure. The childminder provides children with varied play resources, including natural materials, to support their learning successfully. However, the outdoor learning environment is not consistently checked to ensure it is inspiring and stimulating for those children who prefer to learn outside. Children behave extremely well and receive positive praise and clear guidance from the childminder and her assistants. The childminder supports children's physical health well, for example, by providing active play outdoors in the local community. Children enjoy regular, social mealtimes to meet their dietary needs. The childminder adheres to young children's sleep routines and encourages their personal hygiene habits, such as teeth cleaning.

Outcomes for children are good

Children make good progress and have fun as they explore and investigate the interesting and challenging indoor learning environment. They can access a wide variety of play resources easily, such as when they try on clogs, developing their imaginations and playing 'detective'. They are developing well in their speaking skills, such as when two-year-old children talk freely about a variety of food in pretend play in the home corner. Children are given choices at lunchtime, express them well to the childminder's assistant and develop self-help skills. They develop counting skills and show good concentration during games, such as a bird race. Children develop successfully the skills required for their future learning.

Setting details

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| Unique reference number | 112428 |
| Local authority | Hampshire |
| Inspection number | 10081904 |
| Type of provision | |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | |
| Age range of children | 0 - 8 |
| Total number of places | 15 |
| Number of children on roll | 11 |
| Date of previous inspection | 1 June 2016 |

The childminder registered in 2001. She lives in Totton, Hampshire. The childminder offers childcare every weekday for 47 weeks of the year. She receives funding to provide free early years education for children aged three and four years. The childminder has an early years qualification at level 3 and works with assistants.

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.

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