

# Childminder report

<b>Inspection date</b>	26 November 2018
Previous inspection date	6 October 2014

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

## Summary of key findings for parents

### This provision is inadequate

- The childminder fails to implement a safeguarding policy that is in line with the Local Safeguarding Children Board (LSCB). She has limited knowledge of safeguarding matters, including how to recognise children who may be at risk from extreme behaviours and views. Children are not safeguarded adequately.
- Self-evaluation is not effective. The childminder does not place sufficient focus on keeping her knowledge or practice up to date. She fails to consistently maintain a record of attendance for all children who attend daily, as required.
- The childminder does not use the information she gains from assessments to monitor children's development and identify their next steps in children's learning.
- The childminder does not support children consistently well to understand and use mathematical language in their play and explorations.

### It has the following strengths

- The childminder provides a caring environment for young children and makes available a variety of suitable resources.
- Children build stable relationships with the childminder, which helps them to feel secure.

## 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
ensure that an accurate and up-to-date record of children's attendance is maintained	07/12/2018
gain an up-to-date knowledge of all safeguarding matters to ensure that the safeguarding policy and procedures are in line with Local Safeguarding Children Board (LSCB) procedures	07/12/2018
improve assessments of children's development to monitor and evaluate their progress more precisely and identify ways to encourage each child's next steps in learning.	07/12/2018

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

- develop self-evaluation procedures to clearly identify all areas for development in order to improve the quality of provision for children
- place a sharper focus on developing children's understanding and use of mathematical language.

### Inspection activities

- This inspection was carried out as part of a risk assessment process.
- The inspector carried out a joint observation with the childminder. She discussed learning activities and assessed the quality and impact of teaching on the children's learning.
- The inspector spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household. She viewed records of children and discussed the childminder's policies.
- The inspector took account of the parents' views through their written comments.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement

### Inspector

Anneliese Fox-Jones

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. The childminder does not have a secure understanding of how to identify if a child is at risk of harm or the procedures to follow in the event of a concern. In addition, her current policy does not reflect LSCB procedures for her local area. Her knowledge about reporting is poor, including those that indicate a child is at risk of extreme views. The childminder is unaware that she fails to meet several safeguarding requirements, including keeping a daily record of the times she cares for children. This compromises the safety and welfare of the children in her care. However, she does ensure that relevant safety checks are completed on outings, her home and resources. The childminder does not use self-evaluation to identify weaknesses in her practice and how these impact on children's care and learning.

### Quality of teaching, learning and assessment is inadequate

The childminder does not assess children's learning adequately to identify the progress they are making. She fails to plan suitable experiences for their age that challenge and extend children's individual learning needs. Nonetheless, the childminder provides interesting activities that she knows the children enjoy. Overall, she supports younger children's developing communication skills well. For example, she uses simple words, repetition and music to help them to talk and share their emerging vocabulary. However, at times, the childminder does not recognise when to extend children's early interest in mathematical language and concepts. Partnerships with parents are appropriate. The childminder tells them about what their child has enjoyed so that they can continue with this learning at home.

### Personal development, behaviour and welfare are inadequate

The weaknesses in the childminder's safeguarding knowledge mean that children's safety and welfare are not assured. Despite this, the childminder supports children's well-being. She maintains a welcoming and interesting environment in which children are happy, settled and keen to explore. The childminder offers some encouragement to children to become independent. For instance, children gain an understanding of how to follow hygiene routines independently, such as hand washing. Children are kind to each other and listen well to the childminder. They are supported to keep themselves safe, share toys and help to tidy up after activities. Children develop an awareness of the need for a healthy lifestyle and have opportunities to be physically active.

### Outcomes for children are inadequate

Children are not supported sufficiently through good-quality experiences to reach their full potential. Weaknesses in assessment mean that children's learning is not fully supported and they are not adequately prepared for the next steps in their learning, or school. Despite this, children are learning some basic skills. Children have opportunities to build their confidence and social skills and extend their knowledge of the world around them. All children communicate their needs well and enjoy singing a range of popular songs and rhymes.

## Setting details

<b>Unique reference number</b>	111538
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10085288
<b>Type of provision</b>	
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	6 October 2014

The childminder registered in 1999 and lives in Aldershot, Hampshire. She operates Monday to Friday, from 8am to 6pm, all year round.

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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