

# Childminder report

<b>Inspection date</b>	8 February 2019
Previous inspection date	5 April 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Requires improvement	3
Effectiveness of 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 is a provision that requires improvement

- The childminder does not minimise all risks to children in her home. She also does not consistently teach children how to stay safe, so that they can learn to risk assess some activities for themselves.
- The childminder does not use the knowledge she gains from children's assessments effectively. She does not always plan next steps that are suitable for the needs of individual children. Children do not consistently make good progress from the time they start.
- The childminder does not always support children to understand their feelings and to express their emotions appropriately. Children get easily frustrated during play and they are not always able to communicate the reason why they are upset.
- The childminder has not considered that some toys are inaccessible to young children. Children have limited choices about how they want to extend their play.
- The self-evaluation process lacks rigour. The childminder does not address some weaker aspects of her practice to drive forward improvement.

### It has the following strengths

- The childminder forms secure emotional links with children and she has a clear understanding of their routine. Children relax quickly in the childminder's presence. They happily snuggle up to her and fall asleep.
- The childminder advises parents about suitable nutrition and portion sizes for children's lunches. Children have access to a range of nourishing foods on a daily basis.

## 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 all activities in the daily routine are risk assessed and suitable for children, and help children to gain a good understanding of how to keep themselves safe	11/02/2019
ensure that information gained during the assessment process is used to identify appropriate next steps for children, in order to provide learning experiences that will help children make as much progress as possible in their development.	08/03/2019

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

- teach children how to understand their own feelings and how to express their emotions appropriately, to help them develop their social skills
- provide as many opportunities as possible for children to make choices about the resources they want to use, to enhance their play
- continue to develop systems of self-evaluation to identify areas for improvement and to raise the quality of practice.

### Inspection activities

- The inspector checked all areas of the setting that the childminder uses when she is providing childcare.
- The inspector and the childminder discussed and evaluated an adult-led activity.
- The inspector spoke to the childminder about the methods she uses to develop her professional skills.
- The inspector talked to the childminder about the support she offers individual children.
- The inspector viewed children's learning information and talked to the childminder about the progress children are making.

#### Inspector

Julie Bruce

## Inspection findings

### Effectiveness of leadership and management requires improvement

The childminder does reflect on the quality of her provision, but she misses chances to raise standards to a good level. For example, the childminder undertook training to improve the accuracy of assessment. However, she does not make the best use of the information she collects. She does not plan how she will help children make continually good progress in their learning. Safeguarding is effective. The childminder frequently accesses safeguarding literature. She has a clear understanding of how to report any allegations that are made about her care. For example, she understands the need to share details with the local authority, and with Ofsted. The childminder is slow to address some risks in her home. For instance, she allows children to sit on the kitchen work surface. Although she is nearby, this does not set a good example for children, who are beginning to learn how to stay safe. The childminder is quick to approach staff at other settings that share the care of children. They discuss any recent changes in children's lives.

### Quality of teaching, learning and assessment requires improvement

The childminder does not organise the play area well. Some resources are difficult for children to find. Children are not able to make independent choices about how to lead their own play. However, the childminder encourages children to practise some new skills, such as when she encourages young children to feed themselves. The childminder also helps children to develop their fine motor skills. For example, she demonstrates how children can collect tiny beads. Children carefully use a pincer grip to pick up and manoeuvre the beads into the correct position on a board. The childminder prompts children to notice familiar colours in their environment. The childminder forms secure links with parents. For instance, she shares details about activities that children take part in during the day.

### Personal development, behaviour and welfare require improvement

The childminder does not consistently provide children with opportunities to share their emotions and to describe the way they are feeling. Children sometimes struggle with frustration. However, the childminder celebrates children's achievements with them and generally children are well behaved. The childminder encourages children to communicate about their home life. Children are keen to make observations about close family members and friends. The childminder does help children to develop effective daily hygiene routines. For example, she shows them how to properly cleanse their hands prior to eating lunch.

### Outcomes for children require improvement

Children do not learn some of the skills that prepare them well for school. For example, children lack some self-confidence and they do not always persist to complete tasks. However, children do enjoy taking part in realistic role play and they make links to real-life experiences. Children experiment as they move materials between pots.

## Setting details

<b>Unique reference number</b>	110932
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10084860
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	5 April 2018

The childminder registered in 1993. She lives in Gosport, Hampshire. The childminder provides care from 7.45am to 6pm on Monday to Friday, throughout the year.

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