

Childminder report

Inspection date	25 February 2019
Previous inspection date	30 September 2014

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		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 fails to complete the statutory assessment for children aged two years. This is a breach of the Early Years Register and has a negative impact on children's learning.
- The childminder does not plan precisely or promote all children's next steps in their learning. At times, children are not engaged or challenged to make good progress in their learning and development.
- The childminder does not always keep her skills and knowledge up to date. For example, she is unaware of changes to legislation relevant to her childminding business.
- The childminder does not always provide a stimulating learning environment. Children have limited independent choice of toys, which restricts their learning opportunities and independence.
- The childminder does not identify the strengths and weaker areas of her practice. She does not make plans to improve the quality of her teaching and children's outcomes.

It has the following strengths

- Children are settled and happy in the childminder's care. They seek her out for cuddles and she supports their emotional well-being.
- The childminder encourages children to behave well. She helps them to take turns, for example, as they play with toys.
- Parents comment positively about the childminder's service. They explain their children are happy and safe in the childminder's 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
ensure that the required written assessment of children's learning and development when aged two years is carried out and shared with parents in a timely manner	20/03/2019
ensure planning takes full account of what children need to learn next so that they are fully supported and challenged to make good progress in their learning.	27/03/2019

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

- establish arrangements so that knowledge of recent legislation changes relevant to the childminding business is promptly updated
- enhance the learning environment to enable children to have more choice about what they play with and to support their independent learning
- focus self-evaluation to ensure the quality of teaching and outcomes for children improves.

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 suitability checks and children's records.
- The inspector took note of written views from parents.
- The inspector viewed areas of the house and garden used for the care of children.

Inspector
Emma Dean

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder is aware of her responsibility to promote children's well-being at all times. She knows what actions to take if she has any concerns about children's welfare. Safeguarding is effective. The childminder builds partnerships with parents and other settings children attend. This supports consistency for children's care and learning. The childminder does not seek out opportunities to keep her knowledge up to date. For example, she does not develop her skills to support and raise children's outcomes. The childminder does not reflect or evaluate her practice well. She does not identify what needs to improve to raise the quality of her practice.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. The childminder makes observations of what children can do. However, she does not adapt the activities to suit children's needs or next steps in their learning. The childminder does not complete the required progress check for children aged two years. That said, she does support children's developing communication skills. She introduces children to new words and repeats words back to children so they can hear clear pronunciation. The childminder encourages children's physical development. For instance, they climb and slide outdoors, copy movements and draw shapes in the air.

Personal development, behaviour and welfare require improvement

Children enjoy exploring a range of electronic toys. They also explore the wider world, such as when visiting local parks and on the walk to and from school. This supports their developing understanding of the world. The childminder does not make the most of the toys and the learning environment she provides for children. Children have a limited choice about what to play with and not all toys are easily accessible. This does not support children to make independent choices and decisions. The childminder does support children to learn about safety. For example, she reminds them to sit on their bottoms so they do not fall off their chairs at snack time. The childminder works with parents to ensure children have nutritious meals and snacks supplied. This helps children to develop a healthy lifestyle.

Outcomes for children require improvement

Children understand simple rules and boundaries, such as to not climb the stairs. They can find their own shoes and coats before they go outdoors to play. Children play with their friends and develop social skills. They enjoy sharing books with the childminder and learning about numbers, such as by counting objects on a page. Children develop imaginative skills, for example, through role-play games making ice creams. Weaknesses in teaching and learning mean children do not reach their full potential and are not fully prepared for the next stage in their learning and for school when the time comes.

Setting details

Unique reference number	EY393455
Local authority	Southampton
Inspection number	10060768
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	5
Number of children on roll	3
Date of previous inspection	30 September 2014

The childminder registered in 2009. She lives in Sholing in Southampton. The childminder provides care Monday to Friday from 7.30am to 4.30pm, 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 recognised qualification at level 3.

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