

Childminder report

Inspection date	25 April 2019
Previous inspection date	26 November 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 has taken some positive steps to reflect on and develop and improve her provision since her last inspection. However, some areas of practice require improvement to further support children's outcomes. The quality of teaching is variable and, at times, the childminder does not evaluate her observations and assessments well enough to monitor children's progress more accurately.
- Very occasionally, the childminder has not fully ensured that all paperwork relating to children is individual to them to fully maintain confidentiality of the information.
- Children's knowledge and understanding of healthy lifestyles is not fully developed by the childminder.

It has the following strengths

- The childminder is warm and caring and forms close relationships with children. Children respond affectionately to the childminder, who gives them plenty of attention.
- The childminder provides a welcoming environment and organises the toys and resources to enable children to select these independently. For example, she attractively sets out a selection of books, which encourages children's interest in looking at them. The helps children make independent choices about their play.
- The childminder makes good use of the local area to provide different experiences to children. For example, children enjoy outings on the bus to the library to choose books and to attend toddler and music groups.
- Children behave well and develop their confidence. They receive praise and encouragement from the childminder, who guides their behaviour appropriately.

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
develop the quality of teaching further to plan and provide suitably challenging interactions and activities that help children make the best possible progress	15/07/2019
continue to build on the use of observations and assessments to accurately monitor children's progress	15/07/2019
ensure documentation consistently maintains confidentiality of children's information.	09/05/2019

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

- continue to build on the monitoring of the provision and practice and use the information gained to enhance the effectiveness of teaching and to make ongoing improvements that raise outcomes for children
- develop children's understanding about the importance of healthy lifestyles in order to support their awareness about how to keep themselves healthy and well.

Inspection activities

- The inspector viewed the areas of the childminding premises used for the care of children.
- The inspector observed children's play and activities and the childminder's interactions with them.
- The inspector and childminder evaluated an activity together and reviewed the quality and impact on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector sampled documentation kept by the childminder, including records of children's daily attendance, written observations and assessments of their learning, and evidence of training completed by the childminder.

Inspector

Sheena Bankier

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder has updated her knowledge and understanding of safeguarding. She knows how to recognise and respond to concerns about children's welfare. She has undertaken safeguarding training and collated a comprehensive range of safeguarding information, including about wider safeguarding issues. Safeguarding is effective. The childminder shows a commitment to developing her practice and has completed some training to help her begin to build on her knowledge and skills. For example, from training, she has provided resources that reflect children's 'schemas', such as boxes for children to fill and empty. On occasion, the childminder has used the same form to record information relating to different children, which does not maintain confidentiality well enough. Overall, documentation is maintained well, including records of children's attendance. The childminder has positive partnerships with parents and provides them with daily feedback about children's activities.

Quality of teaching, learning and assessment requires improvement

The childminder does not consistently challenge and extend children's learning. For example, children's learning was not sufficiently developed by the childminder, such as through relevant discussions when decorating spring-themed pictures. At times, the childminder does not consistently follow children's interests. For instance, when children showed an interest in early writing, the childminder did not build on this to further support their literacy development. However, children enjoy being with the childminder, who at times provides some better-quality support. For instance, while reading books, she asked children questions about the pictures. She encouraged them to count objects in the pictures, reminding them to point and count slowly to help them learn to count accurately. The childminder knows children as individuals well, such as what they like to play and do. She completes regular observations of children's learning but sometimes does not evaluate these effectively to more accurately monitor their progress.

Personal development, behaviour and welfare require improvement

The childminder does not consistently build on children's awareness of healthy lifestyles. For example, she sometimes does not use relevant play activities well enough to develop children's knowledge, such as when playing with a toy doctor's set. However, children's good health is supported, including through spending plenty of time outdoors, such as playing in the garden or park. Children develop their large physical skills. For instance, when climbing play equipment and using ride-on toys. They follow good hygiene routines, including washing their hands before eating.

Outcomes for children require improvement

The weaknesses in teaching sometimes mean children are not consistently challenged or develop their knowledge and skills fully. Despite this, overall, children do make progress typical for their age. They have fun playing with the toys and engage well in activities. Children develop some skills that help support their future learning. For example, they learn to interact with other children and use good manners. Young children explore interactive toys with interest and find out what happens when they press buttons. Older children join in with familiar songs and rhymes and confidently do the actions to them.

Setting details

Unique reference number	111538
Local authority	Hampshire
Inspection number	10087060
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	26 November 2018

The childminder registered in 1999 and lives in Aldershot, Hampshire. She offers her service from 7am to 6pm for most of the year.

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