

<b>Inspection date</b>	5 February 2015
Previous inspection date	4 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is inadequate

- The childminder does not understand the learning and development requirements sufficiently. She has not kept her childminding knowledge and skills up to date, or those of her assistant. She does not observe or assess the children's progress adequately in order to decide what they need to learn next across the areas of learning.
- The childminder does not plan suitable activities that challenge the children to take their learning forward. Neither the childminder, nor her assistant, help children move to the next stage in their learning by matching their teaching to children's learning needs. Their teaching does not support children's all round development.
- The childminder does not give parents accurate information about children's progress to enable them to continue children's learning at home.
- The childminder does not understand the value of evaluating her provision to improve it. She has no suitable methods of identifying the strengths and weaknesses of her provision against what is required. She is unable to move her practice forward and improve children's progress.

### It has the following strengths

- The childminder cares for children in a safe and secure environment.
- Children have good relationships with the childminder, her assistant and each other.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve knowledge and understanding of the learning and development requirements to promote children's learning effectively.
- observe and assess children to understand their levels of achievement, in all learning areas, their interests and learning styles, and then shape learning experiences for each child through purposeful teaching involving skilled questioning, careful planning, and by involving parents in this process.

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

- instigate effective methods for evaluating the provision, that identify areas for improvement accurately, and plan how and when necessary improvements will be made.

### Inspection activities

- The inspector viewed all the areas that children use and observed children playing.
- The inspector observed the interactions between the adults and children.
- The inspector looked at the documents kept by the childminder to support her practice and records that she keeps on the children.
- The inspector had discussions with the childminder about her practice and her understanding of the Early Years Foundation Stage.

### Inspector

Amanda Shedden

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is inadequate**

The childminder has little understanding of encouraging learning through play, and her quality of teaching, and that of her assistant, is poor. The childminder does not use her basic knowledge of children's interests to plan worthwhile activities to help children progress. Most activities provide insufficient challenge to hold children's interest. Neither the childminder nor her assistant extend activities to take children's learning forward. For example, when undertaking a puzzle to match letters with pictures the childminder did not talk about letters despite identifying this as an area to develop. The childminder has not adequately developed strategies for engaging with parents about their children's learning and development. She places more emphasis on telling parents about care practices, and provides limited information to keep them informed about children's progress.

### **The contribution of the early years provision to the well-being of children is inadequate**

Children choose for themselves what they want to play with from the range of resources put out for them. However, the childminder does not use resources effectively to further children's learning. Children learn about healthy lifestyles and road safety. Children have strong attachments to the very experienced and caring childminder and her assistant who have cared for them since they were babies. Children are very happy in the adults' company. The childminder fosters the personal, social, and emotional aspects of their development, above all other areas. This focus provides children with confidence ready for the move to the next stage of learning. The childminder follows children's routines, offering them continuity of care. Children behave well and the praise they receive builds on their self-esteem and confidence.

### **The effectiveness of the leadership and management of the early years provision is inadequate**

The childminder has a limited understanding of her childminding responsibilities. This is because she has not undertaken recent training in the revised framework, nor has she encouraged her assistant to do so. She does not implement assessment requirements, or encourage play and interaction through adequate teaching. The childminder does not plan for children's next stages in development. These weaknesses have a significant impact on promoting children's learning and development. The childminder now meets the safeguarding and welfare requirements well, having met safeguarding actions set at the previous inspection. However, she has failed to respond adequately to the learning and development actions set at the last inspection. For example, the childminder has not been effective in implementing a cycle of observation, assessment and planning to provide children's activities. She admits she lacks confidence in understanding this. The childminder does not understand how to evaluate her practice against requirements, so cannot drive improvement in children's progress.

## Setting details

<b>Unique reference number</b>	112286
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	989981
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	4 September 2014
<b>Telephone number</b>	

The childminder started minding in 1997 and registered with Ofsted in 2001. She lives with her husband, who is her registered assistant, in the village of Rowland's Castle, in Hampshire. The ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are four children on roll in the early years age group.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

