

# Childminder Report

<b>Inspection date</b>	3 August 2017
Previous inspection date	1 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the 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 provision requires improvement. It is not yet good because:**

- The childminder does not consistently plan effectively to provide suitably challenging activities for all children. There is a limited range of play equipment and resources available to enable children to play and learn according to their interests. Not all children are motivated to explore and find things out.
- The childminder's interaction with children does not consistently support their learning. She is not successful in communicating with some children and they are not fully involved. This limits children from making the progress of which they are capable.
- Self-evaluation is not effective. The childminder is not successful in identifying weaknesses in her practice, particularly in teaching.

### **It has the following strengths**

- The childminder provides a safe environment for children. She looks at the possible risks and puts measures in place to help protect children from harm.
- Children behave well. They learn to take turns and to be polite.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve planning to provide a wider range of resources and suitably challenging activities, linked to children's interests and learning priorities, to help all children make good progress</li> </ul>	03/11/2017
<ul style="list-style-type: none"> <li>■ improve the quality of interactions with children to ensure that they receive consistently good learning and development opportunities.</li> </ul>	03/11/2017

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

- improve self-evaluation methods to help identify and address areas for improvement promptly.

### Inspection activities

- The inspector observed children's activities and the childminder interacting with children, inside and outside.
- The inspector talked to the childminder about children's activities, the progress in children's learning, and how she helps to keep children safe.
- The inspector looked at a sample of documents, which included the childminder's safeguarding policy and children's progress records.

### Inspector

Brenda Flewitt

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. The childminder knows about child protection issues and the procedures to follow if she has concerns about a child. She shares her policy with her assistant and parents, to help further protect children from harm. The childminder has a suitable understanding of her responsibilities in employing an assistant and offers them some guidance. The childminder has partially addressed the recommendation set at the previous inspection, which has improved some children's opportunities to express their creativity. However, some art activities are not planned well to enable all children to make choices and fully engage. The childminder looks for ideas to extend the range of experiences she offers to children. However, these methods have not been effective in helping her to develop a good understanding of how to support children's learning.

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

The childminder and her assistant observe children's play and track their development to help identify the next steps in their learning. The childminder shares the records with parents approximately twice a year and has regular discussions with them. However, the childminder does not successfully use the information she gains to plan activities matched to children's stage of development and interests. Some activities are mundane and do not stimulate children to explore and investigate. The childminder talks to some children during their activities, but her interaction does not encourage children to think, solve problems and build on what they can already do. Although some children engage in conversations, the childminder does not support every child's communication skills effectively.

### **Personal development, behaviour and welfare require improvement**

Some children are confident to make their needs known, for example, when they want to play with something different. Young children learn what the childminder expects of them through familiar routines, such as washing hands before mealtimes. Children have the opportunity for fresh air and regular exercise to support their physical development. The learning environment is not stimulating. The range of play equipment and resources for children to choose from is limited, which means some children spend time unoccupied and not engaged in their learning and play.

### **Outcomes for children require improvement**

Some children learn some skills that help to prepare them for starting school. For example, children develop independence in caring for themselves, such as using the toilet without help. Some children show an interest in letters and words and can write their name. However, the weaknesses in the childminder's planning and interactions mean that not all children are motivated to learn and make good progress. Some children, for example, watch others play and do not have the same opportunities to develop their communication skills and vocabulary through stimulating interactions and discussion.

## Setting details

<b>Unique reference number</b>	112409
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1089086
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	1 April 2015
<b>Telephone number</b>	

The childminder registered in 2001. She lives in Andover, Hampshire and works with an assistant. The childminder provides childcare each weekday for 48 weeks of the year. She receives funding to provide free early years education for children aged two, three and four years. The childminder holds a level 3 qualification.

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