

Childminder Report

Inspection date

2 December 2015

Previous inspection date

21 June 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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 provide children with sufficiently challenging play activities and experiences to enable them to make good progress in their learning.
- At times, children are not fully engaged in purposeful play to keep them interested and occupied.
- The childminder does not always thoroughly risk assess the play environment to enable her to identify and minimise all possible hazards to children.
- Although the childminder sets out a range of play equipment and resources each day, she misses opportunities to encourage children to develop their interest in books and explore their own ideas.
- The childminder's systems to evaluate her practice are not always effective in helping her identify all areas for improvement to benefit children.

It has the following strengths

- Children form trusting relationships with the childminder. Her warm and caring manner supports the children's emotional well-being effectively.
- The childminder works in partnership with parents and other early years providers to support children's care, learning and development appropriately.
- Children enjoy healthy and freshly cooked meals. The childminder teaches the children appropriate hygiene routines to raise their understanding of how to keep themselves healthy.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	Due Date
improve the systems for assessing risks to children's safety to make sure that all hazards are effectively identified and removed or minimised	16/12/2015
provide children with a good range of challenging and enjoyable experiences across all areas of learning to help them make the best possible progress.	27/02/2016

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

- make full use of all opportunities to encourage children to explore their own ideas and develop their interest in books
- develop consistent and thorough systems to review and evaluate all aspects of childminding practice.

Inspection activities

- The inspector observed activities and interactions between the childminder and the children during their play indoors.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector viewed the areas of the premises used for childminding.
- The inspector looked at documentation, including a sample of children's records and assessments.
- The inspector looked at the systems used by the childminder to evaluate her provision, including comments from parents.

Inspector

Dinah Round

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder is clear about her role to promote children's safety. She has a sufficient understanding of child protection issues and the procedures to follow if she has a concern about a child. She supervises children appropriately during the daily routines and activities. Generally, the childminder recognises possible risks to children and puts suitable safety measures in place. However, she does not always risk assess all areas sufficiently and, at times, some potential hazards are accessible to children. Systems to monitor children's progress are used appropriately by the childminder. She shares the information with the parents on a regular basis to help provide continuity for children's care, learning and development. The childminder reflects on some aspects of her practice. For example, she gains feedback from the parents about her service and links with other childminders on ways to develop her practice. However, her systems of self-evaluation are not sufficiently thorough to make sure that all areas for improvement are included.

Quality of teaching, learning and assessment requires improvement

The childminder understands how children learn and develop. She offers children suitable play activities and experiences, both at her home and by taking the children on regular outings. However, she does not have high expectations of all the children, and activities do not always provide children with sufficient challenge. Children have opportunities to join in creative play activities and experiment with different media and materials. They use tools and construction resources to create models. However, the childminder tends to take over and do things for the children and, after a while, children become less interested. At times, children wander around not engaged in purposeful play. The childminder interacts with children and promotes conversation appropriately to help to develop their language skills.

Personal development, behaviour and welfare require improvement

Children are happy and settled and relate well to the childminder. They enjoy cuddling up to the childminder to listen to a familiar story. The childminder makes sure that all children can see the pictures so they are all included in the activity. Children behave well. They understand the importance to take turns in their play, such as sharing the construction tools. The childminder rotates her resources to provide children with a suitable selection of toys and play equipment. Children are generally able to make some choices about their play, although books are not as freely accessible. The childminder takes the children on local walks and trips to the park so they have access to regular fresh air and exercise.

Outcomes for children require improvement

Children develop some appropriate skills to help them learn to manage their self-care skills. However, the childminder does not always plan play activities and experiences to prepare children well for the next stage in their learning or their move on to school.

Setting details

Unique reference number	EY278922
Local authority	Southampton
Inspection number	833507
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	4
Number of children on roll	10
Name of provider	
Date of previous inspection	21 June 2010
Telephone number	

The childminder registered in 2004. She lives in a first floor flat in Southampton. Children have access to all areas of the flat, and have daily opportunities for outdoor play at local parks. The childminder holds an early years qualification at level 3.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

