

Childminder Report

Inspection date

17 November 2016

Previous inspection date

15 April 2013

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 routinely ensure children have access to fresh drinking water at all times. This is also a breach of the Childcare Register.
- At times, the childminder's quality of teaching, the environment layout and routines followed by the childminder and children do not fully challenge and extend children's learning and development. Children do not make the best possible progress from their starting points.
- The childminder is inconsistent in the support he provides to encourage children's independence.
- The childminder does reflect on and evaluate his practice. However, this is not thorough enough to fully identify weaker areas of his practice or make improvements.

It has the following strengths

- Children form strong bonds with the childminder. They are relaxed and confident in his care. He supports their understanding of how to behave appropriately.
- The childminder use risk assessments to help him identify and minimise any hazards to children. The premises are clean, safe and secure.
- Children enjoy the company of their friends. The childminder provides a variety of resources and activities for them to experience in his care.
- The childminder has links with other settings that children attend. This helps to provide consistency and continuity in children's care and learning.

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

- | | |
|---|-------------------|
| <ul style="list-style-type: none"> ■ ensure fresh drinking water is always available and accessible to children. | <p>28/11/2016</p> |
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To further improve the quality of the early years provision the provider should:

- raise the quality of teaching skills and the learning environment, and use of some daily routines to provide children with consistently challenging and purposeful learning experiences
- increase opportunities for children to learn to do things themselves and develop their independence skills
- improve methods of self-evaluation to identify and fully address any breaches in requirements and weaker areas of practice, and ensure plans are made for continuous improvement.

Inspection activities

- The inspector observed the childminder and children as they played, and spoke to them at appropriate times during the inspection.
- The inspector held discussions with the childminder in relation to the observations of children's play, learning and development.
- The inspector viewed areas of the house and garden used for childminding.
- The inspector sampled relevant documentation including background suitability checks, children's records and a selection of written policies.
- The inspector took note of parents' written views.

Inspector
Emma Dean

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder is aware of possible signs that may indicate a child is at risk of harm. He has clear procedures to follow to report any child protection concerns. The childminder uses self-evaluation to help monitor the quality of his practice. He seeks the views of parents who use his setting and plans further developments. However, his evaluation is not robust enough to identify all weaker areas of practice and to ensure he meets all of the legal requirements. The childminder is not effectively improving his teaching skills.

Quality of teaching, learning and assessment requires improvement

The childminder makes observations and assessments of children's learning and development, and reviews their progress. However, this does not consistently identify gaps in their learning. He seeks information from parents when children first start and regularly shares information about children's learning. However, the quality of teaching is variable. At times, the layout of the environment does not fully support children's learning. For example, when teaching children about fruit names he uses a displayed poster that is too high for children to see easily. The childminder does not make good use of routines to encourage children's learning. For instance, children tidy away resources but then are left waiting before the next activity. The childminder engages children in enjoyable music sessions where children listen to different sounds as they play musical instruments. The childminder encourages their communication and language development, for example, as they name the sounds they hear.

Personal development, behaviour and welfare require improvement

The childminder is inconsistent in teaching children about healthy lifestyles. For example, children enjoy a range of nutritious snacks, but do not have any access to drinking water. Children learn about some areas of good health through routines such as hand washing. The childminder is inconsistent in supporting children to develop independence. For example, he wipes children's noses rather than teaching them the skills to manage these tasks independently. Overall, the childminder supports children's physical development. For example, they enjoy energetic play in the childminder's garden and at local parks. Children are confident and he supports their emotional development well.

Outcomes for children require improvement

Children learn some of the basic skills they need for the move on to school. For example, they learn social skills as they play with their friends. They learn to cooperate with others, take turns and share resources. However, at times, children do not receive enough challenge in the activities to fully extend their learning or help them make consistently good progress.

Setting details

Unique reference number	EY311686
Local authority	Hampshire
Inspection number	1061930
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	13
Name of registered person	
Date of previous inspection	15 April 2013
Telephone number	

The childminder registered in 2005. He lives in Fareham, Hampshire. The childminder works with another childminder. They provide care Monday to Friday from 6am to 6pm, throughout the year. The childminder holds a relevant early years qualification at level 3. He receives funding to provide free early education for children aged two, three and four years.

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.

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