

Childminder Report

Inspection date

13 July 2015

Previous inspection date

16 June 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not have a secure understanding of the learning and development requirements. She does not consistently carry out observations, assessments and planning for children's development. This means that teaching and planning for children's learning and development are not sufficiently focused to monitor and move children's progress forward.
- Children's independence skills are not consistently promoted during the day.
- The childminder does not always reinforce the importance of good hygiene practices with children, to contribute to their learning about how to keep themselves healthy.
- The childminder has started to self-evaluate her practice, although this is not yet fully embedded and fails to identify all strengths and areas where her practice could develop to improve outcomes for children.

It has the following strengths

- The childminder helps children to learn about their own safety. She encourages children to tidy away toys if there are too many out, so reinforces in a practical way how they can play in a safe environment.
- The childminder has completed a level 3 childcare qualification. As part of this, she updated her child protection knowledge so that she knows what to do if she needs to refer any concerns about a child's welfare.
- The childminder involves parents with their children's learning. She often sends home resources to help parents continue their children's learning at home.

What the setting needs to do to improve further

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

- develop knowledge of the learning and development requirements, including how to complete the required progress check for children aged between two and three, in order to use observation and assessment to consider the individual needs, interests, and level of achievements of each child, and use these to precisely plan their next steps for learning, so that children make the best possible progress

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

- promote children's independence skills consistently during the day
- consistently promote children's understanding of the importance of good hygiene during spontaneous opportunities and routines
- develop self-evaluation processes further to enhance the monitoring, evaluating and assessing of strengths and weaknesses of practice and to help drive continual improvement.

Inspection activities

- The inspector toured the premises and observed children playing.
- The inspector made a joint observation of an activity with the childminder and discussed children's development.
- The inspector looked at children's development records, a selection of policies, children's records and evidence of suitability.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the information provided in the childminder's self-evaluation document and written references from parents.

Inspector

Hazel Farrant

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder's understanding of the learning and development requirements is inconsistent. The childminder has not completed progress assessments for children who are between two and three years old, as required. Therefore, she cannot fully ensure an integrated approach to promoting children's learning. It also means that she is unable to sufficiently monitor any gaps that may be forming in a child's development. She does, however, observe children at play and has some systems in place to identify their next steps in learning, which she shares with parents and uses to help motivate children to learn. She records children's starting points when they first attend her setting and parents inform her of observations they make at home. The childminder supports young children's language and communication sufficiently. For example, she provides a running commentary to everything they do. She helps children to learn about numbers and space as they try to build a wall of blocks, and helps them decide on the correct sequence of hoops to fit onto a toy caterpillar. Children have lots of fun with the childminder and they readily involve her in their play.

The contribution of the early years provision to the well-being of children requires improvement

Children settle quickly and develop a secure emotional attachment to the childminder. Children move around confidently and safely, as a result of hazards being appropriately minimised by the childminder. The use of safety devices helps prevent children from wandering into areas unsupervised, promoting their welfare. Children have daily outdoor play opportunities, which helps promote their physical well-being. The childminder supports children in learning skills for their future learning, and to help them to move on to school. They take turns and share resources with one another. However, the childminder does not remind children to wash their hands before eating and does not always ensure that drinking water is easily accessible to them. This does not fully reinforce with children their awareness of how to keep themselves healthy.

The effectiveness of the leadership and management of the early years provision requires improvement

The childminder has a sufficient understanding of the welfare and safeguarding requirements of the Early Years Foundation Stage. She works closely with parents to help her meet children's individual care needs. Parents' comments, read during the inspection, express how happy they are of the quality of the childcare their children receive. The childminder is in the process of building partnerships with other early years settings children now attend. This promotes continuity for children's care and learning. Her systems for evaluating her provision are not yet robust enough to identify areas which will drive improvements and improve outcomes for children.

Setting details

Unique reference number	EY417713
Local authority	Hampshire
Inspection number	832458
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	16 June 2011
Telephone number	

The childminder registered in 2010 and lives in Farnborough, Hampshire. The childminder's provision operates from Monday to Friday for most of the year.

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