

Childminder Report

Inspection date

26 February 2018

Previous inspection date

21 May 2014

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		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

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

- The childminder has failed to keep her knowledge and skills sufficiently up to date regarding current legislation.
- The childminder misses some opportunities to assess older children's knowledge and skills to help them make even better progress.

It has the following strengths

- Children settle very quickly with the childminder and her co-childminder. Their consistent expectations help children to behave very well and develop good manners.
- The childminder develops good relationships with parents. Parents are helped to support children's learning at home, as they share the books children have borrowed from the childminder.
- Children benefit from a wide range of interesting activities. They enjoy playing outside and visiting a number of local parks and events to develop a wider understanding of the world around them.
- Strong relationships have been developed with local schools and other settings that children attend. Children make good progress in their 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"> ■ update training and skills to improve knowledge of current legislation. | <p>01/03/2018</p> |
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To further improve the quality of the early years provision the provider should:

- explore ways to systematically assess older children's knowledge and skills to help them make even better progress.

Inspection activities

- The inspector looked at a range of documentation, including children's records, certificates and the childminder's self-evaluation form.
- The inspector observed and assessed the quality of teaching and learning.
- The inspector held discussions with the childminder in relation to observations of children's play, learning and progress.
- The inspector observed play in the garden and in the childminder's craft cabin.
- The inspector took account of the written views of parents.

Inspector

Heather Rushton

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has a good knowledge of how younger children develop. She uses her knowledge and experience well to recognise areas for improvement and discusses these with her co-childminder. She has high expectations and uses a good range of toys and activities to develop children's independence. The childminder monitors children's progress but this lacks precision for the older children. The childminder takes part in some professional development opportunities. However, she has not kept her knowledge sufficiently up to date regarding current legislation. Safeguarding is effective. The childminder understands what action to take should she have concerns about a child's welfare.

Quality of teaching, learning and assessment is good

The childminder has high expectations of children's independent learning. She has developed a strong understanding of children's language development. This helps her to play alongside the younger children and promote their language skills well. For example, she helps them to develop their roles in shop play as customers and cashiers. The childminder makes good use of the well-prepared garden cabin to help children freely explore paint and messy play. She asks a good range of open-ended questions to help children to think and explore their feelings. For example, she encourages children to talk about their paintings as they develop.

Personal development, behaviour and welfare require improvement

The weaknesses in leadership and management mean that the support for children's welfare is not yet good. However, the childminder is very friendly and helps the children to feel very settled. She is consistent with her boundaries, and this helps children to settle quickly and learn the routines. For example, children help themselves to fruit and drinks from the snack bar, and after snack time they learn to wash their plates. Older children are very caring with the younger children. Children develop their physical skills well as they ride bicycles, use see-saws and run in the garden.

Outcomes for children are good

Children learn how to talk clearly. Children who lack confidence make very good progress to extend their vocabulary and become confident to share their feelings and thoughts. Younger children develop their language through their imaginary play. For example, they learn to ask questions when they are working in the café. Older children learn the value of money, they know how to count and recognise shapes in the environment.

Setting details

Unique reference number	EY469917
Local authority	Hampshire
Inspection number	1069835
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	21 May 2014
Telephone number	

The childminder registered in 2013. She works with another childminder and minds from her co-childminder's home, situated in the Rooksdown area of Basingstoke, Hampshire. The childminder offers care Monday to Friday from 8am to 6pm, and occasionally during the evenings and at weekends.

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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