Childminder Report

**Inspection date**
Previous inspection date

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<tr>
<th>The quality and standards of the early years provision</th>
<th>This inspection:</th>
<th>Requires improvement</th>
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<tr>
<td>Previous inspection:</td>
<td>Satisfactory</td>
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<th>Effectiveness of the leadership and management</th>
<th>Requires improvement</th>
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<th>Quality of teaching, learning and assessment</th>
<th>Requires improvement</th>
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<th>Personal development, behaviour and welfare</th>
<th>Requires improvement</th>
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<th>Outcomes for children</th>
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**Summary of key findings for parents**

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

- Children do not have enough opportunities to use all the play areas and resources to extend their development fully. The childminder does not ensure that outdoor activities are planned and take place on a daily basis.
- The childminder does not provide children with sufficiently challenging play activities and experiences. She does not consistently teach them well enough to support them to make good progress in their learning.
- The childminder has not established links with the providers of other settings children attend to help her provide continuity for children's care, learning and development.
- The childminder's self-evaluation is not strong enough to help her pinpoint areas where improvement is needed to provide good-quality care for children.

**It has the following strengths**

- The childminder has worked closely with her local childcare support worker to address many of the weakness from her last inspection and to help her to develop some aspects of her provision further.
- Children are settled and content. They relate well to the childminder and each other, which helps support their emotional well-being effectively.
- Children have great fun as they join in with songs and rhymes and confidently move their bodies to do the actions, which supports their early physical and literacy skills.
- The childminder shares information with the parents about their children's care and development on a regular basis, involving them in their children's learning.
What the setting needs to do to improve further

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

- make sure that outdoor activities are planned for daily, to increase children's play experiences and support their all-round development  
  Due Date: 21/12/2016

- improve teaching skills to provide better support and appropriate challenge for children to learn as they play and join in activities.  
  Due Date: 29/03/2017

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

- develop partnerships with other providers involved in children's care to provide a fully integrated approach to children's learning and development

- make better use of ongoing self-evaluation to more accurately identify areas that require improvement.

Inspection activities

- The inspector observed activities and interaction between the childminder and the children, and reviewed the play equipment and resources.

- The inspector spoke with the childminder at appropriate times throughout the inspection including discussing the impact of teaching after viewing activities.

- The inspector viewed the areas of the premises used for childminding and talked to the children at appropriate times.

- The inspector looked at documentation including a sample of children's records.

- The inspector discussed with the childminder how she evaluates her provision.

Inspector

Dinah Round
**Inspection findings**

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

Since the last inspection the childminder has made some improvements to aspects of her provision, although some weaknesses remain in the quality of teaching. The childminder has implemented new systems to help monitor children's progress in their learning more effectively. Parents can access the information online to inform them of their children's achievements. However, the childminder has not made links with other providers involved in children's care to help provide continuity in their care and learning. The childminder links with professionals to help her to develop further, although the weaknesses in her practice show this is not thorough enough. Safeguarding is effective. The childminder has a clear understanding of the procedures to follow if she has concerns. She makes her home welcoming to children and provides them with a safe and secure environment.

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

The childminder observes the children's play to help her assess children's achievements appropriately. Overall, she plans a suitable range of activities and experiences that keep the children sufficiently occupied. However, activities do not always offer children enough challenge to help them move on to the next stage in their learning. The childminder interacts with the children, for example her relaxed conversations help to encourage their communication. However, she does not take opportunities to extend children's learning effectively when supporting their play.

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

Children are happy and secure. The childminder gathers information from parents about their children's individual routines, likes and dislikes when children begin. This enables her to meet children's care needs well. Overall, children are able to access a suitable variety of toys and resources. However, the childminder does not make sure that daily outdoor play activities are included to support children's learning and development fully. Children receive clear and consistent messages from the childminder to help them learn to play together well. For example, they understand they need to share the toys such as when playing with the dolls. Children help to tidy away the toys and the childminder praises their cooperation, which helps to boost their confidence and self-esteem.

**Outcomes for children require improvement**

Children do not make the best possible progress in their learning. The childminder does not challenge them sufficiently to prepare them well for the next stage in their learning. Children develop some appropriate skills to help them become more independent. For example, they learn how to manage their personal care routines and enjoy helping to prepare their own snacks. Children use their imagination well in their pretend play as they happily dress and feed their baby dolls alongside their friends.
Setting details

Unique reference number | EY438984
Local authority | Southampton
Inspection number | 1067470
Type of provision | Childminder
Day care type | Childminder
Registers | Early Years Register, Compulsory Childcare Register
Age range of children | 2 - 6
Total number of places | 6
Number of children on roll | 5
Name of registered person
Date of previous inspection | 16 January 2013
Telephone number

The childminder registered in 2012. She lives in Southampton, Hampshire. The childminder operates her service each weekday throughout the year. The childminder is registered to provide overnight care.

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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