

# Childminder Report

**Inspection date**

15 October 2015

Previous inspection date

20 December 2012

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Inadequate</b> | <b>4</b> |
|---|-------------------------|-------------------|----------|
|   | Previous inspection:    | Good              | 2        |
| Effectiveness of the leadership and management                |                         | Inadequate        | 4        |
| Quality of teaching, learning and assessment                  |                         | Inadequate        | 4        |
| Personal development, behaviour and welfare                   |                         | Inadequate        | 4        |
| Outcomes for children   |                         | Inadequate        | 4        |

## Summary of key findings for parents

### This provision is inadequate

- The childminder has a poor understanding of safeguarding procedures. Consequently, children are not protected and this has a significant impact on their safety and well-being.
- The play area used by the children is not safe and children are not adequately supervised. Risk assessments are not completed regularly or effectively. Therefore, children's safety is compromised. A record of children's attendance is not consistently maintained to show the hours they attend. This compromises children's safety in the event of a fire or an emergency.
- The childminder has a weak understanding of the learning and development requirements. Therefore, she is unable to plan and provide challenging activities that support children in all areas of their learning. She has not successfully acted upon recommendations raised at the last inspection.
- The childminder is not aware of the importance of obtaining information about children's starting points in order to help her identify what children already know, and to assess the progress they make.
- The childminder does not monitor children's progress. For example, the progress check for children aged two years is not completed. Therefore, the childminder cannot identify if children need further help or support.

### It has the following strengths

- The childminder has developed positive relationships with the children, who appear happy and relaxed in their environment.

## **What the setting needs to do to improve further**

**The provision is inadequate and Ofsted intends to take enforcement action**

We will issue a Welfare Requirements Notice requiring the provider to:

|   | <b>Due Date</b> |
|---|-----------------|
| ■ improve knowledge and understanding of safeguarding particularly in relation to the signs of abuse and the procedures to follow if an allegation is made against an adult in the household                      | 21/10/2015      |
| ■ take all reasonable steps to ensure children are not exposed to risks and demonstrate how risks are managed, specifically with regard to the conservatory and play areas used by the children                   | 21/10/2015      |
| ■ ensure that appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) are in working order and fire exits are free from obstruction | 21/10/2015      |
| ■ ensure that children are adequately supervised to meet the needs of all children and ensure their safety  | 21/10/2015      |
| ■ maintain a daily record of the names of the children being cared for on the premises, and their hours of attendance.  | 21/10/2015      |

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

|   | <b>Due Date</b> |
|---|-----------------|
| ■ maintain a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register) | 21/10/2015      |
| ■ maintain a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)  | 21/10/2015      |
| ■ ensure the premises and equipment used for the purposes of the childcare are suitable and safe for childcare (compulsory part of the Childcare Register)    | 21/10/2015      |
| ■ ensure the premises and equipment used for the purposes of the childcare are suitable and safe for childcare (voluntary part of the Childcare Register)     | 21/10/2015      |
| ■ ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)                                   | 21/10/2015      |
| ■ ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)                                    | 21/10/2015      |
| ■ improve systems for monitoring children's progress through  | 07/12/2015      |

assessment, consider children's interests, individual needs and stage of development to plan and provide challenging experiences for each child in all areas of learning, with a clear focus on the prime areas for younger children

- obtain information from parents when children start to identify what they already know and can do, and where they may need further support in their development 07/12/2015
- complete a review of children's progress between the age of two and three years, provide parents and/or carers with a short written summary of their child's development in the prime areas, and identify the child's strengths and any areas where the child's progress is less than expected 07/12/2015
- ensure that any person caring for children is aware of the indicators that a child may be suffering from harm (compulsory part of the Childcare Register) 21/10/2015
- ensure that any person caring for children is aware of the indicators that a child may be suffering from harm (voluntary part of the Childcare Register). 21/10/2015

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

- develop effective information sharing and partnership working with other providers, such as pre-school groups, in order to help children make the best possible progress.

**Inspection activities**

- The inspection was carried out following a risk assessment conducted by Ofsted.
- The inspector discussed with the childminder the activity provided for children during the inspection.
- The inspector observed care practices including mealtimes and preparing for bedtime.
- The inspector sampled documentation, including the first-aid certificate and some of the children's developmental records.
- The inspector observed activities provided and assessed the support for children's learning.
- The inspector discussed the childminder's management of her provision, including safeguarding, at appropriate times throughout the inspection.

**Inspector**

Maria Conroy

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The inspection was prompted by a concern in relation to supervision of children and behaviour management. During the inspection, children were not adequately supervised. The childminder left the room for long periods of time, during which children were able to climb up on the dining room chairs, without being noticed. Therefore, children's safety is put at risk. Overall, the childminder has a poor understanding of the Early Years Foundation Stage and welfare requirements. She does not evaluate her practice in order to identify areas for future development. As a result, the childminder fails to recognise the breaches of the legal requirements. This also means the legal requirements of the Childcare Register are not met. Areas identified at the previous inspection to improve practice, have not been sufficiently addressed. For example, the childminder has not been successful in making links with other settings that children attend. The arrangements for safeguarding are not effective. The childminder has a poor understanding of the signs and symptoms that may indicate a child is at risk of harm. She is unsure of the procedures to follow if an allegation is made against her or a member of her household. As a result, she is unable to take swift and appropriate action to ensure children's safety. Risk assessments are not implemented effectively. As a result, the areas used by children are not safe. For example, fire exits are blocked with toys and equipment, which prevents the childminder from getting children out quickly and safely in the event of a fire, or an emergency.

### Quality of teaching, learning and assessment is inadequate

The childminder has not updated her skills and knowledge since her last inspection. As a result, there are significant weaknesses in the delivery of the educational programme. This means children's progress towards the early learning goals is not good enough. The childminder does not observe and assess children on a regular basis, to identify where children are developmentally and where they require further support. Therefore, planning of activities is poor and does not successfully provide challenging or exciting experiences that link to children's interests and their developmental needs. This means that children are not prepared for the next stage in their learning. Children take part in planned activities. However, they are not sufficiently challenging for older or more-able children. For example, they stick pre-cut pieces of paper on pre-drawn pictures. Younger children become frustrated and lose interest because they get the paper stuck to their fingers. When children first start at the childminder, she does not gain enough information from parents about what their children already know and where they may need further help and support. For example, the childminder does not ask parents for key words in children's home language. This means she cannot respond to children's basic needs when they ask for a drink, a sleep or to visit the toilet.

### Personal development, behaviour and welfare are inadequate

The childminder's lack of knowledge of safeguarding procedures and the signs of abuse means children's safety is not assured. The childminder does not evaluate her own practice, for example, she has not identified that the attendance register is not sufficiently maintained with up-to-date information. Children explore the toys and resources available; however, they are unable to do this safely as the play area is cluttered with toys all over

the floor. When children are preparing to go up to bed, they enjoy a story with the older ones and cuddles from the childminder. Children are learning social skills; they are encouraged to share and take turns with their friends and the childminder rewards them through praise. Children are encouraged to be independent, for example, they put their shoes on when going out. They take part in regular daily routines. For example, they wash their hands when they have used the toilet which promotes good hygiene procedures.

### **Outcomes for children are inadequate**

There are significant weaknesses in the quality of teaching, monitoring and assessment arrangements, including the progress check at age two years. Therefore, any gaps in children's learning are not clearly identified, which means planning is not matched to need or supporting children in their learning. This has a negative impact on the progress children make.

## Setting details

|                                    |                  |
|------------------------------------|------------------|
| <b>Unique reference number</b>     | EY413741         |
| <b>Local authority</b>             | Surrey           |
| <b>Inspection number</b>           | 1027882          |
| <b>Type of provision</b>           | Childminder      |
| <b>Day care type</b>               | Childminder      |
| <b>Age range of children</b>       | 0 - 8            |
| <b>Total number of places</b>      | 6                |
| <b>Number of children on roll</b>  | 5                |
| <b>Name of provider</b>            |                  |
| <b>Date of previous inspection</b> | 20 December 2012 |
| <b>Telephone number</b>            |                  |

The childminder was registered in 2010. She lives with her husband and two school-aged children in a residential area of Middlesex. The ground floor is used for childminding. Upstairs there are toilet facilities and one bedroom used for sleeping children. There is a fully enclosed garden for outside play. The childminder has a National Vocational Qualification at level 3 in childcare. She is in receipt of funding to provide 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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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