

Childminder Report

Inspection date

26 November 2015

Previous inspection date

9 March 2011

The quality and standards of the early years provision	This inspection:	Inadequate	4
	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 does not use risk assessments to remove or reduce hazards. Children are not safe. This is also a breach of the Childcare Register requirements.
- The childminder does not have a secure understanding of her role and responsibilities to safeguard children and promote their learning adequately.
- The childminder does not always speak to children in a positive way. She does not help them to develop their self-esteem or express themselves confidently.
- The childminder does not complete the required progress check for children aged two years to assess their progress and any gaps in their learning. She does not share information about children's progress with parents to include them fully in their children's learning.
- The childminder does not use assessment effectively to monitor children's development or identify their next steps in learning. She does not plan challenging experiences for each child to promote their learning and development appropriately. Outcomes for children are poor.
- The childminder does not help children to develop a positive awareness of differences between themselves and other people in society.
- The childminder does not evaluate her practice effectively to identify areas to improve and ensure she meets all the requirements.

It has the following strengths

- Children learn to complete some tasks independently and make choices during play.

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
■ use risk assessments effectively to remove or minimise hazards to keep children safe	27/11/2015
■ improve knowledge and understanding of roles and responsibilities to meet the requirements of the Early Years Foundation Stage	26/02/2016
■ improve the quality of teaching and plan challenging experiences for each child to make good progress in their learning and development	26/02/2016
■ complete the required progress check at age two years to identify children's strengths and any gaps in their learning, and share them with parents	26/02/2016
■ use assessment effectively to monitor children's progress and identify their next steps in development, and involve parents in their learning	26/02/2016
■ improve children's emotional development to build their confidence to speak for themselves and express their ideas	26/02/2016
■ help children to develop a positive awareness of the similarities and differences between themselves and other people in the wider community.	26/02/2016

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

- make effective use of self-evaluation to improve the quality of provision and outcomes for children.

Inspection activities

- The inspector observed indoor and outdoor activities in the childminder's home.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation.
- The inspector took account of parents' comments in documentation.

Inspector

Catherine Greenwood

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Although the childminder understands child protection procedures and knows how to report any concerns for a child's welfare, she does not minimise or remove hazards that she has identified to keep children safe. The childminder does not fully understand her role and responsibilities and takes limited action to evaluate and improve her practice. She has not met previous recommendations related to children's learning and development. She does not complete the required progress check for children aged two years or monitor all children's progress effectively to identify their achievements or any gaps in their development. The childminder has improved hygiene practices; for example, children now have paper towels to dry their hands. Partnerships with parents are extremely weak. The childminder does not routinely share information with parents about their children's progress or find out what they can do at home to promote continuity.

Quality of teaching, learning and assessment is inadequate

The childminder does not effectively assess or plan for children's next steps in their learning. She does not provide children with sufficient challenge to help them make progress. The childminder gives children frequent instructions but these are not always appropriate for their age and stage of development or encourage children to learn. She does not give children time to speak and they lack confidence to express their thoughts and ideas. Children enjoy playing with the imaginative play resources, such as building a swimming pool with bricks. The childminder takes children on outings; they develop their physical skills, for example, when they visit the park.

Personal development, behaviour and welfare are inadequate

The childminder significantly compromises children's physical well-being when they play in the garden. She does not ensure play equipment or parts of the garden are safe for children to use by removing or reducing identified hazards. Children form good friendships with others, for example when visiting toddler groups. The children are well-behaved; however, the childminder does not help children to learn to share or deal with their emotions. Children do not learn about differences between themselves and other people to build on their understanding of the wider community.

Outcomes for children are inadequate

Children are not well prepared for future learning or for starting school. Their learning is not challenged sufficiently and they do not develop confidence in their communication and language skills.

Setting details

Unique reference number	507487
Local authority	Surrey
Inspection number	842230
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	5
Name of provider	
Date of previous inspection	9 March 2011
Telephone number	

The childminder registered in 1990. She lives in Redhill, Surrey. The childminder provides care for children from Monday to Friday for most of the year.

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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