

# Childminder Report

**Inspection date**

27 May 2016

Previous inspection date

5 October 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Satisfactory	3
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 is unable to identify all signs and symptoms that may indicate a child is at risk of harm. She does not understand all the procedures for reporting concerns. This compromises children's safety and is also a breach of the Childcare Register.
- Children are not safe. The childminder does not assess risks to children in her home or in the garden. This further compromises children's safety and is also a breach of the Childcare Register.
- The childminder does not manage children's behaviour adequately. This is also a breach of the Childcare Register. Children do not receive clear messages about expectations, and do not learn how to manage their feelings effectively.
- The childminder fails to work effectively in partnership with parents and other professionals to support children's learning and development.
- Children do not make adequate progress, particularly in their communication and language development. They do not have opportunities to take part in age-appropriate and challenging activities to meet their individual needs. Arrangements for assessing their needs and planning suitable learning experiences are poor.
- The childminder does not review the quality of her provision adequately. She has failed to identify and address gaps in her knowledge, leading to the breaches in requirements.

### It has the following strengths

- Children have some outdoor experiences, such as feeding the ducks at the local canal.

## 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
■ gain secure knowledge and understanding of safeguarding children, in particular to identify all the indicators that would cause concern and all aspects of the reporting procedures, to protect children from harm effectively and keep them safe at all times	13/06/2016
■ assess and minimise all risks to children to ensure the premises, including the garden, and resources are safe and suitable for children to use	13/06/2016
■ improve the procedures for managing children's behaviour and implement effective strategies to manage different types of behaviour, to help each child learn to understand their feelings	13/06/2016
■ work successfully in partnership with parents and seek advice from professionals to support each child's care and learning effectively	13/06/2016
■ improve the use of observations and assessments, and use the information from these to plan achievable and challenging experiences to engage children and meet their individual learning needs effectively.	13/06/2016

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

- implement effective self-evaluation to accurately identify all areas of weakness, and to clearly target areas for development to improve outcomes for all children.

## Inspection activities

- The inspector and the childminder discussed the systems she uses to observe and assess children's progress, and the documents she uses to support her work.
- The inspector completed observations of children as they were engaged in activities with the childminder.
- The inspector looked at the rooms, garden and resources that the children use.
- The inspector discussed how the childminder has met the actions and recommendations set at the last inspection.

## Inspector

Julie Biddle

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The childminder does not have a secure understanding of the possible signs that may indicate a child is at risk of harm or know all the actions to take to report a concern. The childminder does not assess risks to children at her premises. For example, she does not recognise the dangers of leaving a heavy table on its side where children play indoors or from the collection of old furniture left in the garden. These weaknesses put children's safety and welfare at risk. Self-evaluation processes are not effective. The childminder does not identify weaknesses in her practice and the negative effect of these on children's care and learning. The childminder does not build effective partnerships with parents. For example, she has not asked for information about the children's home languages to support their understanding and use of English.

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

The childminder does not monitor children's learning adequately. She has a poor understanding of how to use observations and assessments to plan for what children need to learn next. Children do not make the progress they should. The childminder has a poor understanding of all the areas of learning. She does not understand how to plan challenging and achievable activities to meet each child's learning needs. For example, during the inspection, the childminder gave children a broken plastic knife and a log to cut, so they soon became frustrated and disappointed in their lack of achievement. The childminder fails to encourage children's language development effectively. For example, during the inspection, she held up toy animals and instructed children to repeat the names. They showed little interest in this and soon moved away.

### Personal development, behaviour and welfare are inadequate

Children's welfare is not assured due to the weaknesses identified in safeguarding and in their safety. The childminder does not understand her role in meeting the emotional needs of the children, and her behaviour management is ineffective. For example, during the inspection, she used the word 'no' constantly and did not offer the children an alternative choice or activity. The childminder's lack of skills in managing behaviour has a detrimental effect on the learning opportunities for all the children. Children's lack of interest in the activities and resources leads to their dissatisfaction. This has a negative impact on their enjoyment and fails to motivate them to learn.

### Outcomes for children are inadequate

Children make poor progress from their individual starting points. They are not engaged in their learning and do not acquire the necessary skills for school. Children do not learn how to manage their feelings or how their behaviour affects others. All children, including those who speak English as an additional language, are not developing effective communication and language skills to meet their needs.

## Setting details

<b>Unique reference number</b>	EY428789
<b>Local authority</b>	Westminster
<b>Inspection number</b>	1049446
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	5 October 2012
<b>Telephone number</b>	

The childminder registered in 2011. She lives in the London Borough of Westminster. She cares for children all day, Monday to Friday, throughout 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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