

Childminder Report

Inspection date

27 September 2016

Previous inspection date

27 April 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	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 lacks sufficient competency in English to meet children's needs adequately. She fails to meet all the legal requirements to safeguard children and support their learning and development. Self-evaluation is weak and does not contribute to improvement in the quality of provision.
- The childminder does not have a secure understanding of how to recognise all possible signs that a child may be at risk of harm. The associated requirements of the Childcare Register are also not met. This was a weakness identified at the childminder's previous inspection.
- The childminder does not understand the importance of working in partnership with parents to gain information about children's interests and abilities. She does not assess children's progress or plan suitable activities and experiences to support children's development adequately.
- Children spend long periods without quality interaction from the childminder and they play primarily on their own without any direction. They have limited opportunities to develop their language and communication skills or engage in activities that are purposeful to enable them to make the progress they should.

It has the following strengths

- Children eat and rest according to their needs.

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:

- | | Due Date |
|--|-----------------|
| <ul style="list-style-type: none"> ■ gain a sufficient understanding and use of English to meet all requirements of the early years foundation stage effectively and ensure the well-being of children; this must include keeping records in English and communicating adequately with parents and others | 30/11/2016 |
| <ul style="list-style-type: none"> ■ gain a secure knowledge and understanding of how to recognise all indicators that a child may be at risk of harm. | 31/10/2016 |

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

- | | Due Date |
|--|-----------------|
| <ul style="list-style-type: none"> ■ develop a secure knowledge of how to assess what children know and can do accurately and how to use the information to determine the next steps for their learning | 31/10/2016 |
| <ul style="list-style-type: none"> ■ plan age-appropriate activities and learning experiences that meet children's individual needs and provide sufficient challenge to ensure children are well occupied, engaged and make good progress | 31/10/2016 |
| <ul style="list-style-type: none"> ■ provide opportunities for parents to share observations about their children's progress at home, and use the information to contribute to the assessment of children's learning and planning for their ongoing development | 31/10/2016 |
| <ul style="list-style-type: none"> ■ ensure children receive good levels of quality interaction from adults caring for them and effective support to aid their communication and language development. | 31/10/2016 |

Inspection activities

- The inspector held discussions with the childminder to explore her understanding of the safeguarding and welfare requirements and the learning and development requirements.
- The inspector spoke to the assistant to discuss the role that she plays in the provision and to discuss her awareness of aspects of safeguarding and welfare.
- The inspector looked at a sample of the required records that the childminder maintains, and the policies and procedures shared with parents.
- The inspector looked at the records maintained for children's learning and developmental progress.
- The inspector looked at a sample of the play materials that the childminder provides for children, and areas of the home used for childminding.

Inspector

Shaheen Belai

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The childminder lacks awareness of the possible signs that might indicate that a child is at risk of harm, including indicators of exposure to extreme ideas about right and wrong. The childminder fails to evaluate her provision effectively and has made insufficient improvement since the last inspection. The childminder ensures the required records are maintained. She works closely with her assistant, whose primary role is to assist with record-keeping, recording observations, and detailing the information shared with parents. The poor quality of the childminder's understanding means that she is unable to supervise or support her assistant's practice adequately. The childminder does not seek relevant information from parents about children's starting points to enable her to support continuity in their learning. She does not share sufficient information about children's progress in the setting or involve parents in their children's learning.

Quality of teaching, learning and assessment is inadequate

The childminder does not plan activities that support children's development adequately. Children do not have sufficient opportunities to acquire skills they need for their future learning. Although the childminder undertakes observations of children engaged in activities, she does not assess their progress accurately or use information effectively to identify any potential gaps in their learning. Teaching is poor and lacks focus on providing the support each child needs to make good progress. Children do not receive the support they need to extend their learning. The childminder's inability to speak confidently in English hinders children's ability to develop their language skills. There are long periods of no communication with children and they play on their own with minimal challenge or direction from the childminder. Planned activities take insufficient account of children's interests, abilities, and what they need to learn next.

Personal development, behaviour and welfare are inadequate

The weakness in the childminder's safeguarding knowledge compromises children's welfare. The childminder has a variety of play resources but does not use them effectively to support children's learning. Children behave well and at times receive some praise from the childminder. Children play outdoors daily; however, the limited interaction from the childminder fails to motivate children to engage in play that extends their learning.

Outcomes for children are inadequate

Children are not supported to gain the skills they need to prepare them for the next stage in their learning and school. Although children engage in activities of their own choice, they play very much in isolation and without support from the adults around them. Any learning that takes place is incidental.

Setting details

Unique reference number	EY317122
Local authority	Newham
Inspection number	1054740
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	4
Number of children on roll	1
Name of registered person	
Date of previous inspection	27 April 2015
Telephone number	

The childminder registered in 2006. She lives in Beckton, in the London Borough of Newham. The childminder works with an assistant. Two other childminders are registered at this address.

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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