

Childminder Report

Inspection date

18 January 2017

Previous inspection date

10 September 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 has not made sufficient improvements since her last inspection. She lacks understanding of safeguarding matters, including what to do in the event of allegations being made against her or household members. She is unaware of how to identify children who may be at risk of being exposed to extreme views.
- The childminder does not adequately assess risks to minimise hazards to children. This compromises children's safety and well-being. She does not maintain an accurate daily record of children's hours of attendance, as required. These are also breaches of the Childcare Register.
- The childminder does not use the information from her observations to plan activities matched to children's individual needs and next stage in learning. Children's progress is not monitored accurately to help identify and address any gaps in their development.
- Children do not make the progress they should. The childminder does not engage them in purposeful play and learning experiences. She does not adequately support children's language skills or provide suitable interactions to extend their learning.
- Self-evaluation is weak. The childminder does not identify areas of weakness, including breaches of requirements, to set targets for improvement to raise the quality of the provision and outcomes for children.

It has the following strengths

- Children enjoy appropriate outings, such as to the park and children's groups.

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 |
|--|------------|
| ■ improve knowledge of safeguarding matters, in particular about how to manage any allegations raised, and gain a secure knowledge of the signs that children may be at risk from extreme views and behaviours | 03/02/2017 |
| ■ improve risk assessments to minimise any hazards to children's safety and their well-being | 03/02/2017 |
| ■ maintain an accurate daily record of children's hours of attendance | 03/02/2017 |
| ■ improve the use of observations and assessments to monitor children's development and to identify and plan for children's next stage in learning, including providing activities that support their individual needs and abilities to help them make good progress | 24/02/2017 |
| ■ improve the quality of interactions to help extend and challenge children's communication and language skills and motivate their interest in learning. | 24/02/2017 |

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

- improve the use of self-evaluation to help identify and address weaknesses, including breaches in requirement, to raise the quality of the provision and outcomes for children.

Inspection activities

- The inspector observed the quality of teaching and the impact this had on the children's learning and development.
- The inspector viewed all the premises used for childminding.
- The inspector viewed a range of documentation, including the childminder's first-aid qualification and public liability insurance.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector spoke to children.

Inspector

Sarah Stephens

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The childminder does not understand all of her safeguarding responsibilities. She does not know who to contact should any allegations be made against her or anyone living on the premises. The childminder does not have a secure understanding of recent changes to safeguarding matters, such as her duty to prevent children being drawn into situations which may put them at significant risk of harm. She does not effectively risk assess her surroundings. For example, at times, there are too many toys on the floor that children repeatedly trip and fall over. The childminder does not effectively evaluate her practice or set targets for improvement. For instance, she does not recognise where she does not meet requirements and has not addressed the actions and recommendations set at her previous inspection. She does not develop her knowledge and skills, such as using information from relevant training.

Quality of teaching, learning and assessment is inadequate

The childminder does not use the information from her observations and assessments to plan for children's abilities. She does not use her monitoring processes to effectively address any gaps in children's development and to provide them with the support they need. The childminder does not build children's communication and language skills appropriately. For example, she asks them repetitive questions, such as 'How are you?' and fails to develop their language skills, such as through developing conversations with them. She does not know how to encourage their physical development. For instance, at mealtimes, she feeds children who are old enough to do this for themselves. The childminder shares some appropriate information with parents, such as daily discussions to involve them in children's individual care needs.

Personal development, behaviour and welfare are inadequate

The weaknesses in safeguarding have a significant impact on children's safety and welfare. Children are at risk of choking. For example, the childminder allows them to walk around with food in their mouths and the fruit remains in their mouths during an outing. Children's well-being is further compromised. For instance, they pick up and eat food that other children have thrown on the floor. The childminder does not keep an accurate record of children's hours of arrival and departure. She does not plan activities tailored to their individual development to motivate and interest them in their learning.

Outcomes for children are inadequate

Children do not make sufficient progress from their starting points or gain the skills they need for their move to school or nursery. They do not learn to maintain their concentration or develop their own ideas. For example, they start to play with bricks and puzzles but quickly lose interest due to the childminder's poor-quality teaching. Children are not taught how to manage their behaviour appropriately. For example, they have difficulty sharing resources and snatch toys from each other.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY342802 |
| Local authority | Bexley |
| Inspection number | 1057731 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 5 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Name of registered person | |
| Date of previous inspection | 10 September 2015 |
| Telephone number | |

The childminder registered in 2006 and in the London Borough of Bexley. She offers care on Monday to Friday from 8am to 6pm, throughout the year. The childminder receives funding to provide free 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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