

Childminder Report

Inspection date

7 November 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The childminder lacks knowledge of safeguarding issues. She is not aware of all child protection guidelines. She does not know how to protect children from other people's extreme views or understand what would disqualify her from registration. These weaknesses compromise children's safety and welfare.
- The childminder does not maintain written records of children's hours of attendance, as required.
- The childminder does not make sufficient use of her observations and assessments, to plan challenging activities to help motivate children to learn. She does not develop children's independence and decision-making skills effectively. The childminder does not support children sufficiently to make good progress from their starting points.
- The childminder does not evaluate the effectiveness of her work accurately, to improve teaching and to identify breaches of the early years foundation stage and Childcare Register requirements.

It has the following strengths

- The childminder supervises children sufficiently. She has formed a close relationship with them, which supports their emotional well-being.
- The childminder works with parents to help establish a consistent routine between the setting and at home. For example, she speaks with parents to follow children's care routines, to help them settle in quickly.

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 a secure knowledge and understanding of safeguarding issues, particularly the 'Prevent' duty guidance	25/11/2017
■ develop knowledge of what makes a person disqualified from registration, including disqualified by association to ensure the safety of children	25/11/2017
■ maintain a daily record of the children being cared for on the premises and their hours of attendance	20/11/2017
■ use observations and assessments to plan challenging and engaging activities to help children to make consistently good progress.	30/11/2017

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

- increase opportunities for children to develop their growing independence and decision-making skills, to fully support their learning
- use self-evaluation effectively to identify supporting professional development to improve standards and outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during indoor activities. She interacted with children at appropriate times.
- The inspector read feedback from parents to obtain their views about the service they receive.
- The inspector checked a sample of documents, including records relating to the suitability and qualifications of the childminder, safeguarding procedures and children's learning records.
- The inspector held discussions with the childminder about how she evaluates her provision and identifies areas for improvement.

Inspector

Marisol Hernandez-Garn

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. The childminder does not keep her skills and knowledge up to date. As a result, she does not have a secure knowledge of wider and current safeguarding procedures, particularly about what might indicate a child is at risk of exposure to other people's extreme views. The childminder does not have a clear understanding about her duty in relation to disqualification by association. These weaknesses compromise children's safety and well-being. The childminder does not record children's hours of attendance, as required. This prevents her from collecting information to monitor patterns of attendance. However, she is aware of the signs of abuse and neglect, and the procedures to report any concerns to help protect children. The childminder does not evaluate the quality of the provision accurately. She has failed to identify the breaches in requirements and the impact these have on children's welfare.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is not consistently strong. Although the childminder observes and monitors children's progress, she does not use what she knows about their needs and interests, to plan suitably challenging activities. Even though the childminder has identified that children have an interest in role play, she has not challenged their play to build on what they enjoy and extend their learning. On other occasions, the childminder does not provide meaningful or engaging activities. For example, she introduced flashcards but these were mundane. As a result, children quickly lost interest and became bored. Nevertheless, the childminder supports children's language and listening skills appropriately. For example, she talks to them and introduces new words to extend their vocabulary.

Personal development, behaviour and welfare are inadequate

The breaches in leadership and management put children's safety and welfare at risk. Nonetheless, the childminder organises outings to the library and playgroups to help support children's social and physical skills. She helps children to learn to listen to instructions and to share the toys and resources. However, she does not support children's independence and decision-making skills effectively. For example, during a painting activity, the childminder was too quick to offer her ideas to children and made decisions for them.

Outcomes for children require improvement

Children make adequate progress. They learn to behave appropriately. They show respect for their toys and play alongside other children well. However, younger children are not consistently motivated to learn. They lose interest in some activities because they do not stimulate them to learn and lack challenge. Children gain some confidence as they explore. They enjoy practising their increasing physical skills. Children learn about basic shapes and numbers during play. Generally, children gain some skills needed for their future learning.

Setting details

Unique reference number	EY484008
Local authority	Kensington & Chelsea
Inspection number	1014618
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 1
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015. She lives in the London Borough of Kensington and Chelsea. The childminder offers her service from 8.30am to 6pm on Monday to Friday, excluding bank holidays. She holds an early years qualification at level 3.

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