

Childminder Report

Inspection date

30 January 2018

Previous inspection date

18 July 2016

| The quality and standards of the early years provision | This inspection: | Inadequate | 4 |
|---|-------------------------|-------------------|----------|
| | Previous inspection: | Met | |
| 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 undertake effective risk assessments or manage risks in all areas used by the children to promote their safety.
- The childminder does not implement consistent behaviour management strategies. She does not support children's understanding of the consequences of their actions.
- Teaching is weak. The childminder does not have a good understanding of how children learn or plan activities based on children's individual development and what they need to learn next.
- The childminder does not find out what children already know and can do when they first start to inform planning. In addition, she does not frequently assess children's ongoing progress to identify any potential gaps in their learning.
- Partnerships with other providers are poor. The childminder does not seek ongoing information from them to support continuity of children's learning.
- The childminder does not provide parents with details about how they can support their child's learning at home.
- The childminder has not established a programme of professional development to help improve her teaching skills.

It has the following strengths

- Children develop a close relationships with the childminder. They turn to her for comfort when needed.

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 |
|---|-----------------|
| ■ ensure that all reasonable steps are taken to identify and minimise hazards, so that children are not exposed to unnecessary risks | 13/02/2018 |
| ■ ensure that children's behaviour is appropriately managed to help them learn what is and is not acceptable, and to understand the consequences of their actions for themselves and others | 13/02/2018 |
| ■ undertake appropriate training and professional development to ensure children receive good-quality learning and development experiences that continually improve their outcomes | 13/02/2018 |
| ■ work in partnership with other settings that children attend to exchange information about their learning needs to provide continuous support | 13/02/2018 |
| ■ provide parents with accurate guidance and information about how they can support their children's learning at home | 13/02/2018 |
| ■ develop a secure understanding of children's learning and development requirements and improve teaching skills, so that children benefit from well-planned activities and experiences that are matched to their individual learning styles and build on what they already know and can do | 13/02/2018 |
| ■ improve the use of assessment to identify children's level of achievement on entry to the setting, what they need to learn next and shape learning experiences that help children make the best possible progress. | 13/02/2018 |

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector reviewed children's activities with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living or working in the household.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views and opinions of parents through telephone feedback during the inspection.

Inspector

Ann Cozzi

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The childminder does not ensure that her risk assessments identify, minimise or remove potential hazards to children. Items, such as cleaning products and sharp knives, are not kept out of children's reach. At times children trip over the large quantity of toys on the playroom floor. The childminder does not undertake professional development opportunities. She lacks the necessary teaching skills to provide children with a good learning experience and activities that are matched to their stage of development. As a consequence, children do not make good progress in their learning. The childminder does not share information about children's progress with staff at other settings where children attend. This does not promote continuity in children's learning. The childminder does not identify and address weaknesses in her practice. This compromises children's safety and has a negative impact on their learning experiences.

Quality of teaching, learning and assessment is inadequate

The childminder does not assess initial information about what children already know and can do. This means she is unable to identify and plan for their learning needs from the very start. The childminder observes children as they play, but does not frequently check their ongoing progress. She does not plan activities that offer a sufficient level of challenge or meet the individual learning needs of children. For example, children become over excited as they repeatedly run from the playroom and into the hallway and back again. They wander around pulling toys off the shelves and throw them across the room because activities are not interesting and do not motivate them to learn. The childminder does not encourage children to pursue their own interests, which restricts their ability to make choices and decisions. For example, when they take a puzzle off a shelf several times, the childminder puts it back again telling them that they must wait until later. This prevents children from being able to develop and extend their own ideas. The childminder does not share ideas with parents about how they can guide their child's learning home. However, she does provide parents with some information about their children's achievements.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management mean that children's welfare is not assured. The childminder does not manage children's behaviour appropriately. She does not always notice the children hitting each other as they fight over a toy. The childminder fails to provide children with consistent messages about acceptable behaviour. Consequently, children are not supported to learn about sharing and taking turns. The childminder works with parents to gain information about their children's personal needs and routines.

Outcomes for children are inadequate

The childminder's poor understanding of children's learning and development requirements, including planning, means that children's individual learning needs are not being met. They are not making sufficient progress in gaining the important skills needed for their next stage of learning or their eventual move on to school.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | 124008 |
| Local authority | Hertfordshire |
| Inspection number | 1121041 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 2 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Name of registered person | |
| Date of previous inspection | 18 July 2016 |
| Telephone number | |

The childminder registered in 1997 and lives in Cheshunt. The childminder holds a childcare qualification at level 3. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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