

Childminder Report

Inspection date

5 February 2018

Previous inspection date

19 March 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
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

- Children's welfare is compromised. The childminder does not have a secure understanding of safeguarding.
- Assessment of children's learning is weak. The childminder does not monitor children's progress effectively or challenge them to achieve success in their next stage in learning.
- The childminder has a poor knowledge of how to support children's learning and development well. Children do not make good progress.
- The childminder does not do enough to help children to develop their awareness of the similarities and differences between their lives and those of others.
- The childminder is not effective enough in helping children to develop their confidence in their own abilities. She does not support them to develop their independence well.
- The childminder does not review her practice and has not addressed all of the recommendations raised at the last inspection adequately.

It has the following strengths

- The childminder offers children nutritious food and drinks, which helps to support their understanding of healthy lifestyles.
- The childminder has developed her partnership working with parents. She shares information with them about their children's day.

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 procedures and the signs that a child may be at risk of harm	05/03/2018
■ undertake appropriate training and professional development to ensure children receive good-quality learning and development experiences that continually improve	05/04/2018
■ improve the use of assessment to accurately monitor children's progress and plan activities that consistently challenge children to help them make good progress.	05/04/2018

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

- help children to develop their awareness of the similarities and differences between their own lives and those of others
- provide enough opportunities to promote children's independence and their ability to do things for themselves.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection and carried out a joint evaluation of the teaching and learning with the childminder.
- The inspector viewed the areas of the childminder's home used by children.
- The inspector looked at relevant documentation, such as policies and children's records.
- The inspector took account of parents' views.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The childminder lacks understanding of child protection issues, including the signs that may indicate a child is at risk of harm. She does not have a secure understanding of the Local Safeguarding Children Board procedures. This means she is not clear about the procedures to follow to report any concerns that she may have about a child's welfare. This compromises children's safety. Although the childminder attends some training, this does not have a positive impact on the quality of teaching and children's learning. The childminder has not done enough to address all the weaknesses identified at the last inspection. The childminder has not identified or addressed key weaknesses in her knowledge to improve her teaching skills. This has a negative impact on children's learning and development.

Quality of teaching, learning and assessment is inadequate

The childminder does not have high expectations of what children can achieve for themselves. She lacks understanding of the different ways that young children learn. She does not enhance their play well or plan appropriate levels of challenge. The childminder has a poor understanding of the progress children are making. She does not make good use of assessments to plan activities that are matched to support children's individual needs or interests. The childminder tends to prioritise domestic tasks over children's learning needs. This means that children do not benefit from rich learning experiences that help them make good progress. Sometimes the childminder does not provide children with positive interactions and overly directs their learning. For example, during a writing activity, the childminder tells very young children that they must not 'scribble' but draw a circle. This has a negative impact on children's self-esteem and confidence. The childminder does not always pay close attention to what children say or value this and quickly dismisses their comments. This does not encourage children to communicate their thoughts and hinders their progress.

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 help children to become independent and gain confidence in their own abilities. She completes routine tasks for them that they can easily do for themselves, which hinders their progress. The childminder does not do enough to help children learn about people in communities beyond their experience. She does not encourage them to develop a positive awareness of themselves and others, and to respect diversity. Children have some opportunities to develop their physical skills. They enjoy outings to the local park and meeting with other children.

Outcomes for children are inadequate

The childminder's poor understanding of the learning and development requirements means that children's individual learning needs are not being met. They are not making sufficient progress in order to gain the skills they need to be ready for school.

Setting details

Unique reference number	118008
Local authority	Ealing
Inspection number	1089193
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	19 March 2015
Telephone number	

The childminder registered in 1993. She operates Monday to Friday from 7.30am to 6pm all year, 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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