

Childminder Report

Inspection date	15 February 2018
Previous inspection date	29 February 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Met	4
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 have a good enough understanding of child protection and her responsibilities with regards to safeguarding the children in her care.
- The childminder does not keep a record of children's daily attendance.
- The childminder has not developed a programme of professional development to help her to improve her knowledge of the learning and development requirements and to raise the quality of outcomes for children.
- The childminder does not demonstrate a secure understanding of the learning and development requirements. She does not use her observations of children's play to plan challenging and stimulating activities.
- The childminder does not use the information she knows about children to assess their progress and development.
- The childminder does not work effectively in partnership with parents to seek ongoing information from them to fully support continuity of children's learning.

It has the following strengths

- Children are happy and content in the childminder's care. They approach her for cuddles and enjoy the company of other children being cared for.
- Children enjoy a range of healthy meals and snacks. The childminder encourages children to make healthy choices over their meals and to experience regular fresh air and exercise.
- Children are provided with a large selection of toys and play resources.

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
■ increase knowledge of safeguarding, including what action to take if concerns are raised about the safety or well-being of children	26/03/2018
■ maintain an accurate daily record of the names of the children being cared for on the premises and their hours of attendance	26/03/2018
■ undertake appropriate training and professional development to ensure children receive good-quality learning and development experiences	26/03/2018
■ implement a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email.	26/03/2018

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

	Due Date
■ improve the quality of teaching and ensure each area of learning and development is promoted through a good balance of adult-led and child-initiated activities that take into account each child's individual learning needs so that they make good progress	26/03/2018
■ introduce effective observation and assessment of children's learning to obtain an accurate understanding of each child's level of achievement, interests and learning styles, and use the information to shape learning experiences that are tailored to meet the individual needs of each child	26/03/2018
■ engage parents in sharing information about their children's learning from the start to identify what they already know and can do.	26/03/2018

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and looked at her qualifications and training certificates. She checked evidence of the suitability of the household members.
- The inspector spoke to children during the inspection.

Inspector

Lynn Hughes

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The childminder demonstrates an understanding of the types of abuse and the signs and symptoms she should consider. However, she does not take appropriate action or follow correct procedures to ensure that she safeguards children. The childminder does not complete a daily record of the children's attendance. Therefore, she is not able to monitor children's patterns of attendance or maintain a record of who is present in the event of an emergency. The childminder liaises with parents and shares relevant information about children's care needs with them. However, she does not work effectively with parents to support children's continuing development. The childminder identifies areas for improvement within her provision. However, she does not take timely action to drive these improvements forward. The childminder enjoys updating her knowledge through online training courses. However, she has not focused her professional development enough on improving her practice and outcomes for children. The childminder ensures that children play in a safe environment and risk assesses the children's safety on outings. For example, she ensures that her car is fully operational, insured and has appropriate car seats for the children.

Quality of teaching, learning and assessment is inadequate

The childminder demonstrates a poor understanding of the learning and development requirements. She does not plan effectively for children's learning to ensure they participate in stimulating and challenging activities. Children often have the television playing in the background and do not engage in purposeful play. The childminder does not make good use of the information she knows about the children in her care to inform planning. She does not observe or assess children's progress to identify any potential gaps in their learning. The childminder, therefore, demonstrates poor knowledge of where children are in their development. Nevertheless, children enjoy their time with the childminder. They play alongside each other, dressing and undressing dolls, feeding them their dinner and making pretend meals with the play kitchen equipment.

Personal development, behaviour and welfare are inadequate

Weaknesses in the childminder's knowledge of safeguarding impact negatively on children's safety and wellbeing. Children are, however, settled and comfortable in the childminder's care. They wander confidently around the areas of the childminder's home that are accessible to them and make some choices over the resources available. Children experience fresh air and exercise when they participate in trips to the local park and other attractions. Children are supported to develop some social skills. The childminder encourages them to be kind and caring towards each other and provides opportunities for them to socialise with other young children.

Outcomes for children are inadequate

Children are not well supported to develop the essential skills they need to move on to their next stage of learning, such as school or nursery. They are not provided with enough opportunities to build on their existing skills. Children do not make expected progress from their starting points.

Setting details

Unique reference number	EY429049
Local authority	Essex
Inspection number	1125231
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	29 February 2016
Telephone number	

The childminder registered in 2011 and lives in Benfleet, Essex. She operates her provision all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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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