

Childminder Report

Inspection date

9 February 2018

Previous inspection date

30 March 2015

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 is not able to protect children from harm because she does not have enough knowledge and understanding about safeguarding. Sleeping arrangements for children are not safe. She does not identify hazards or take action to remove or reduce any risk of harm to children.
- The childminder does not have a good enough knowledge and understanding of the 'Statutory framework for the early years foundation stage'. As a result, she has not identified weaknesses in her setting, particularly in the quality of teaching and learning.
- The childminder does not give children balanced and nutritious snacks, meals and drinks. Children do not learn about healthy lifestyles, good hygiene and healthy eating.
- The childminder has an insufficient understanding of teaching and how children learn best. She does not give children time to express their ideas and learn to solve problems for themselves. The childminder does not provide activities that challenge children. This means they do not make as much progress as they could.
- The childminder has not completed the required progress checks for children aged between two and three years.
- The childminder does not reflect children's home language and culture across the setting to promote all children's developing awareness of, and respect for, peoples' similarities and differences.

It has the following strengths

- The childminder has a positive relationship with children and they enjoy playing with her.

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

- | | |
|--|------------|
| ■ ensure you understand safeguarding procedures which are in line with the Local Safeguarding Children Board (LSCB), including what to do in the event an allegation is made against you or someone living or working on the premises | 02/03/2018 |
| ■ make sure you are able to take lead responsibility for safeguarding in line with LSCB guidance and keep up to date with current safeguarding issues in order to identify and respond to concerns about children in a timely manner | 02/03/2018 |
| ■ improve your understanding of the requirements relating to suitable people and what makes a person disqualified. This includes providing information to Ofsted about all those living on the premises so that checks can be carried out on their suitability | 02/03/2018 |
| ■ develop your knowledge to understand and implement the early years foundation stage (EYFS) requirements | 02/03/2018 |
| ■ ensure that meals, snacks and drinks provided for children are healthy, balanced and nutritious so that their well-being is promoted and they learn about healthy lifestyles | 02/03/2018 |
| ■ ensure that the premises is fit for purpose, suitable for the age of children you care for and the activities for which it is being used; this is particularly in relation to the sleeping arrangements for children | 02/03/2018 |
| ■ make sure that all hazards to children's health and safety are identified and that action is taken to remove or reduce the risk of harm so that children are kept safe and their health is promoted at all times. | 02/03/2018 |

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

	Due Date
■ plan activities and experiences for children that cover each area of learning and development and which challenge children so that they develop their independence and make good progress	06/04/2018
■ develop understanding of how children learn so that they are given time to express their ideas and thoughts and solve problems for themselves	06/04/2018
■ improve understanding of child development so that observations of children can be used to assess their level of achievement	06/04/2018
■ complete the required progress checks for children aged between two and three years of age and provide a written summary for parents	06/04/2018
■ ensure each child's home language and culture is reflected effectively across the setting to promote all children's developing awareness of, and respect for, peoples' differences.	06/04/2018

Inspection activities

- The inspection was carried out following concerns raised about whether the provider was meeting safeguarding and welfare requirements.
- The inspector observed activities with the children.
- The inspector toured the premises and viewed the areas of the premises that children use.
- The inspector spoke to children and the childminder at appropriate times during the day. She held a meeting with the childminder.
- The inspector looked at documents such as children's records and the setting's policies and procedures.

Inspector

Sam Colderwood

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The childminder is not clear about the procedures for reporting concerns about children. She has begun to record children's daily hours of attendance but does not understand how such records safeguard children. Furthermore, the childminder does not understand what makes a person disqualified to have regular contact with children. She does not ensure the premises are suitable for children. For example, pets walk on areas used for the preparation of children's food. The childminder has not kept her own professional development up to date. As a result, she lacks understanding about her role. The childminder has not monitored the quality of her setting. She has not identified weaknesses in her practice, such as, the teaching and learning. The childminder has taken some action towards meeting the requirements of the EYFS. For example, she has obtained appropriate insurance to transport children in her car and is now keeping records of all children's details. Yet, the childminder continues to demonstrate a lack of understanding of the EYFS and how to meet all requirements.

Quality of teaching, learning and assessment is inadequate

The childminder has a poor understanding of how children learn. She does not involve children in choosing and preparing resources to play with. For example, the childminder does not involve children in setting up the train track. This leaves children waiting, without anything to do. The childminder describes to the children what she is doing. Yet, she does not give children time to communicate their ideas and respond to questions. The childminder lacks an understanding of child development. She has not identified when children are not developing in line with the expectations for their age. For example, the childminder does not plan specific activities to help children develop their speech and language when they need it. The childminder has not carried out the required checks for children aged between two and three years. She does not share children's development with parents or other professionals. This means that children do not make as much progress as they could.

Personal development, behaviour and welfare are inadequate

The childminder does not support children's health and wellbeing. There is an insufficient focus on what is best for the children in her care. For example, the childminder does not encourage children to eat healthily. Meals do not contain enough fruit and vegetables and the childminder does not understand her important role in teaching children about healthy eating. Sleeping arrangements are not appropriate for the children attending. For example, the childminder uses a buggy as a place for pre-school children to sleep. Hazards to children who are able to get out of the buggy are not removed and this compromises their safety. The childminder supports children's sleep by making sure they have their comforter, but the buggy does not enable children to lie down or provide a cosy place for proper sleep. This means that children do not get the rest they need to support their physical and emotional development. Children behave well at the setting. The childminder understands the use of positive ways to manage children's behaviour. The childminder encourages children to use manners such as please and thank you. However, she does not teach children about similarities and differences in each other. The childminder lacks

understanding of her role to teach children about the wider community and the world around them.

Outcomes for children are inadequate

Weaknesses in the childminder's provision mean that children do not progress to the next stage in their learning and development as quickly as they could. Children are not provided with sufficient challenge to help them develop their independence. For example, they drink from cups that are too young for their stage of development. This hinders their opportunities to develop their physical skills. Children enjoy playing with the childminder. They laugh together as the toy animals fall over. However, they lack opportunities to make choices in their play. Children learn some mathematical concepts such as shape and number. For example, the childminder asks the children if they should make a circle with the track. However, the childminder does not use what children can already do to extend their learning further.

Setting details

Unique reference number	115476
Local authority	Bexley
Inspection number	1123006
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 8
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	30 March 2015
Telephone number	

The childminder registered in 1995. She lives in Bexleyheath, Kent.

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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