

# Childminder Report

**Inspection date**

6 April 2018

Previous inspection date

30 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- The childminder has a poor understanding of safeguarding, particularly in relation to when an allegation of harm or abuse is made against her or a member of her household. This has a significant impact on the safety and welfare of the children in her care.
- The childminder has a poor understanding of the procedure to follow when dealing with concerns and complaints from parents. Additionally, parents are not provided with relevant details about the timeframe in which the childminder should deal with complaints.
- The childminder fails to protect children's privacy and confidentiality, which means that their self-esteem and well-being are not adequately promoted.
- The childminder does not have fully effective partnerships with other early years settings that children attend, to further support children's individual learning and care needs.
- The childminder does not consistently enhance children's early writing skills.

### It has the following strengths

- The childminder has a clear understanding of children's levels of abilities through observational assessment, which she uses to provide a good range of activities to support children's learning and development. She undertakes required assessments of children's development.

## 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 suitable knowledge and understanding of the procedures to follow should an allegation of harm or abuse be made against any person living, working or caring for children at the premises	01/05/2018
■ gain a suitable knowledge and understanding of the procedures to follow when investigating and responding to written complaints	01/05/2018
■ ensure policies and procedures explained to parents are up to date, particularly in the case of an allegation being made against persons caring for children and those living in the household	01/05/2018
■ gain a suitable knowledge and understanding of the procedures to follow to ensure children's privacy is protected, as well as the legal requirement to ensure that information relating to any child is handled in a way that ensures confidentiality	01/05/2018

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

- build on current methods of communicating with other settings that children attend, and use the information to support further continuity in children's learning, development and care
- create even more current opportunities to support children's early writing skills.

## Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector and the childminder jointly observed and evaluated children's engagement in activities.
- The inspector viewed and discussed children's records and a range of the childminder's policies and procedures.
- The inspector looked at a range of the play materials and equipment the childminder uses with minded children, and took a tour of the areas of the home used for childminding purposes.

### Inspector

Shaheen Belai

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The childminder has a poor understanding and knowledge of the procedures to follow should an allegation of harm or abuse be made against her or a household member. She fails to take prompt action to safeguard children and address complaints raised. This compromises children's safety and well-being. Information shared with parents is not concise, in particular regarding whom they should report allegations to and about complaints. Children's privacy and confidentiality are not fully respected by the childminder, especially in relation to allegations and complaints. As a result, children's well-being is not effectively promoted. However, the childminder seeks out parental feedback to gain their views on the service she offers. She welcomes the support of her local authority, such as for training and home visits.

### Quality of teaching, learning and assessment is good

The childminder uses her observational skills and assessments undertaken of children's learning to provide them with good-quality experiences. From her observations and identifying their individual learning styles, she gains an accurate picture of what children need to learn next. Activities are planned, focused and purposeful for the children attending. Children are motivated, interested and engaged. The childminder uses her teaching skills well, as she plays alongside the children, and offers them new challenges or builds on their interests. Previous recommendations have been addressed well to support the children's interest in early reading and books, and to learn about differences in others positively.

### Personal development, behaviour and welfare are inadequate

The weakness in the childminder's safeguarding knowledge compromises children's welfare. However, children behave well and enjoy playing outdoors and in the community. Children develop their social skills, such as when meeting other children at the community groups they attend regularly with the childminder. Children develop skills to be independent and make choices, such as when choosing their play, dressing up, or slicing their own boiled egg for lunch. They have good opportunities to learn about personal safety, such as how to carry toys safely when walking, and about road safety as they engage in play with toy cars with the childminder.

### Outcomes for children are good

Children make good progress to help prepare them for moving on to the next stage of their education. Young children are focused, engaged and interested in the activities set out for them. They listen to stories for long periods and enjoy handling the props used with stories. Language development is supported well. The childminder uses a range of vocabulary and descriptive play relating to specific activities. Children learn to count well, recognise colours and complete puzzles.

## Setting details

<b>Unique reference number</b>	EY406932
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	1133711
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	30 September 2015
<b>Telephone number</b>	

The childminder registered in 2010 and lives in Chingford, in the London Borough of Waltham Forest. The childminder cares for children Monday to Friday, throughout most of the year.

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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