

Childminder report

29A St. Helens Gardens, LONDON W10 6LN



Inspection date	17 September 2018
Previous inspection date	15 March 2018

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

The provision is inadequate

- The childminder has failed to meet all the actions raised at the previous inspection. Further weaknesses have been identified. For example, the childminder does not engage with parents adequately to support children's learning in the setting and at home.
- The childminder does not support her professional development to help improve her teaching practice and outcomes for children. Children do not make adequate progress.
- The childminder has not developed an up-to-date knowledge and understanding of all safeguarding issues, despite this weakness being raised at the last inspection. She is unaware of how to identify extreme views and behaviours. This puts children's welfare at risk.
- The childminder does not collect sufficient information with regard to what children already know and can do when they first join the setting. She has not developed systems for observing and assessing children's learning to help her plan suitably challenging activities. These weaknesses identified at the last inspection remain.

It has the following strengths

- The childminder is kind and gentle with the children. She forms close relationships with the children, which supports their self-esteem and confidence.

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
improve partnerships with parents and/or carers by enabling a regular two-way flow of information about their child's learning and development to provide consistency in care and teaching	26/10/2018
establish a targeted programme of professional development to improve the quality of teaching and children's care and learning	26/10/2018
gain knowledge and understanding of all safeguarding matters, including the 'Prevent' duty guidance, to keep children safe from harm.	26/10/2018

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

	Due date
gather information about children's starting points and develop an effective system for observing and assessing their learning, to help plan challenging and stimulating activities to support children in all areas of their learning.	26/10/2018

Inspection activities

- The inspector viewed all areas of the home, inside and outdoors. She discussed with the childminder the resources and toys that are available.
- The inspector discussed with the childminder how she evaluates the setting to identify strengths and target areas for improvement. She interacted with children at appropriate times and checked their learning records.
- The inspector checked documents relating to the suitability and qualifications of the childminder. She discussed with the childminder how she safeguards children and looked at her safeguarding procedures.
- The inspector spoke with parents to gain their views.
- The inspector invited the childminder to observe children's play and learning.

Inspector

Marisol Hernandez-Garn

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. The childminder lacks knowledge and understanding of all safeguarding issues, particularly the signs associated with extreme views and behaviours. This compromises children's safety and welfare. That said, she has some awareness of how to report child protection concerns to relevant agencies. Self-evaluation is poor. The childminder does not identify areas for improvement or address them sufficiently. For example, she does not engage parents adequately to find out what their child can do, to enable her to plan and support their initial and ongoing learning. The childminder has not adapted a focused programme of professional development to close the gaps in her knowledge and teaching practice. This does not demonstrate a capacity to improve.

Quality of teaching, learning and assessment is inadequate

Teaching is weak. The childminder does not collect information about children's individual learning needs and stage of development when they first start. She has not developed an effective system for observing and assessing children's learning to help identify what children need to learn next. This hinders the childminder's ability to plan suitably challenging activities from the outset. As a result, children's learning, including babies', is often incidental, rather than planned. Older children become bored and quickly lose interest in their play. For example, they move from one playroom to another because often they do not know what to do. Babies are not engaged sufficiently. This limits the progress that children make. Despite this, children have some opportunities to use and hear words in English and other languages to help develop their communication skills.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and teaching do not assure children's personal development and welfare. However, the childminder teaches children to behave appropriately. For example, she helps children to share their toys and to listen to adults. Children respond to the positive praise and encouragement from the childminder. The childminder provides children with freshly cooked meals and snacks that help to support their healthy diet. The childminder risk assesses her home and supervises children accordingly.

Outcomes for children are inadequate

Younger and older children do not learn all the skills that they need for their future learning. They do not experience a range of interesting learning activities to develop and extend their individual skills. Toys and resources are unimaginative and lack challenge. This does not motivate children to learn at all times. However, children have some opportunities to develop their self-help and independence skills, such as during mealtimes. Children gain some social and physical abilities during play.

Setting details

Unique reference number	159441
Local authority	Kensington and Chelsea
Inspection number	10056998
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	0 - 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	15 March 2018

The childminder registered in 2001. She lives in the London Borough of Kensington and Chelsea. The childminder offers her service Monday to Friday from 7am until 7pm all year round, except for family holidays and bank holidays.

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