

Childminder report

Inspection date	10 October 2018
Previous inspection date	3 November 2015

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

The provision is inadequate

- Since the last inspection, the childminder has not effectively reflected on her practice, which has rapidly declined, and she does not consistently ensure she is meeting all her registration requirements.
- The childminder has failed to notify Ofsted of new assistants caring for children to enable the required suitability checks to be carried out. Her staffing arrangements do not consistently meet the needs of all children, as assistants, some with no suitability checks, are left alone with children for longer than two hours. This significantly compromises children's safety and welfare.
- The childminder does not follow safe recruitment procedures on people she employs to care for children, including checking if they are disqualified by association. This compromises children's safety.
- The childminder fails to keep records accessible and easily available for inspection, specifically accident and medication records, as required.
- The childminder does not keep a daily record of the names of the children being cared for on the premises, their hours of attendance and the names of their key person as required.
- Not all of the childminder's assistants receive effective support, to help them improve their teaching skills.

It has the following strengths

- The childminder shows strong interaction and teaching skills. She provides children with a stimulating play environment, has an accurate understanding of each child's level of development and plans for their progress well.
- Relationships and communication with parents is strong. Parents receive regular updates about their child's progress. They feel their children are settled, happy and are developing well, particularly those children learning English as an additional language.

What the setting needs to do to improve further

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

	Due date
ensure that Ofsted is provided with the required information on new assistants so that their suitability can be checked	19/10/2018
ensure that assistants are not left in sole charge of children for more than two hours in any one day	19/10/2018
implement effective recruitment systems to ensure that any person who has regular contact with children is suitable to work with them, including having regard for the Disqualification by association requirements	19/10/2018
ensure all records are in place and available for inspection, including those recording accidents and the administration of medication	19/10/2018
ensure a daily record of the names of the children being cared for on the premises, their hours of attendance and the names of their key person is accurately maintained.	19/10/2018

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

- develop self-evaluation processes to more effectively identify breaches in requirements, areas to improve and strengths of practice
- focus professional development for assistants more precisely to help them develop their teaching skills further.

Inspection activities

- The inspector took account of the views of parents spoken to on the day.
- The inspector observed children's play and learning activities indoors and outdoors, and talked to children.
- The inspector carried out a joint observation with the childminder.
- The inspector had leadership and management discussions with the childminder and assistants.

Inspector

Lorraine Wardlaw

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The childminder has failed to notify Ofsted of new assistants caring for children and on occasions she is absent for part of the day. Her recruitment procedures for assistants are not thorough enough to ensure their suitability, including checking Disqualification by association. This means staff's suitability to work with children cannot be assured. Self-evaluation and improvement is weak because the childminder has not put the right, breaches in requirements. For example, she does not make sure records are easily available for inspection, neither does she record the names of children being cared for and their hours of attendance. The main assistant has appraisals and training about safeguarding. However, there is less emphasis on the childminder helping assistants to improve their teaching skills. Staff understand their role in protecting children, to recognise those who may be at risk of harm or from extreme views and behaviours.

Quality of teaching, learning and assessment is good

The childminder actively encourages children's learning by providing a stimulating play environment and purposeful teaching support. For example, the childminder uses sign language to help children who learn English as an additional language sing songs and recall friends names. She uses key words in their home language to help them feel secure and to learn English quickly. The childminder encourages children to achieve their next step in learning, such as to develop pre-writing skills. She provides good support and praise, when children show a keen interest to draw, use pens and paper. Her assistant keeps children fully engaged and interested in learning when she encourages them to make play dough together. She models some vocabulary, demonstrates what to do and introduces a different smell to develop their senses.

Personal development, behaviour and welfare are inadequate

The childminder fails to carry out suitability checks on all new assistants. She allows them to care for children and take sole charge, in her absence and out of sight of her checked assistant. This compromises children's safety, as recruitment processes and staff deployment are poor. However, staff act as positive role models to children and are kind and caring, which supports children's good behaviour. Children form strong bonds with the staff and enjoy spending time with them. The childminder follows children's care routines closely, for example, when tired children are put to sleep in a peaceful room and checked regularly. Children enjoy outings in the community, such as to the pumpkin farm to collect pumpkins for Halloween. The childminder makes good use of the outdoors to ensure children gain regular fresh air and exercise. This has a positive impact on their physical development.

Outcomes for children are good

Children settle well in the exciting environment, make their own play choices easily and develop good communication skills. They join in excitedly with song time, listen well and do the actions to their favourite ones, such as pretending to be sleeping bunnies. New children show they can follow the routine well and learn to recognise colours and shapes in the environment. Older children write the first letter of their name proudly, with a big

smile on their face. They use their fingers accurately when talking about number. Young children smile and squeal with delight when making play dough. Children are motivated learners and develop the key skills they need for school.

Setting details

Unique reference number	EY437332
Local authority	Southampton
Inspection number	10080912
Type of provision	
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	0 - 15
Total number of places	6
Number of children on roll	9
Date of previous inspection	3 November 2015

The childminder registered in 2011. She lives in Bitterne Park, Southampton, and works with assistants. She is qualified to level 3 in early years and is open all year round.

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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