

Childminder report

Inspection date	23 November 2018
Previous inspection date	10 December 2014

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Met	4
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The childminder does not fully understand safeguarding procedures and how to protect children who are risk of harm. This compromises children's safety and welfare.
- The childminder has not completed effective training to update her professional knowledge. As a result, she does not have sufficient understanding of actions to take to protect children who may be at risk of being drawn into extreme behaviours or views.
- The childminder's systems for self-evaluation do not help her to identify accurately weaknesses in her knowledge or understanding of the legal requirements.
- Settling-in systems are not used consistently to ensure children are emotionally well supported to join the setting. The childminder does not collect sufficient information about the children in her care to plan effectively and ensure that children feel safe and build secure attachments from the outset. This means that planning does not consistently provide activities that are well matched to children's needs.
- The childminder does not consistently assess children's development to allow her to plan precisely for all children's next steps in learning. This means activities are not always sufficiently challenging enough and children are not supported to make the best possible progress.
- Children are not offered sufficient opportunities to learn about diversity and the world around them.
- The childminder misses opportunities to extend children's vocabulary during their play and learning to develop their language skills further.

It has the following strengths

- Children are encouraged to be independent. Older children enjoy selecting toys and resources. Younger children are encouraged to feed themselves finger foods at mealtimes.
- Parents are complimentary about the childminder. They express how happy their children are. Parents praise the flexibility of the childminder's service.

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 that safeguarding policies and procedures are in line with Local Safeguarding Children Board guidance and include an explanation of the action to be taken in the event of an allegation being made against them or a member of their household	27/12/2018
improve knowledge and understanding of safeguarding, in relation to the possible risks to children so that any concerns can be responded to in a timely and appropriate way	27/12/2018
develop knowledge and understanding of the 'Prevent' duty guidance, to ensure the signs that a child may be at risk from extreme views and behaviours are recognised and reported	27/12/2018
ensure systems are in place which meet all children's emotional needs, to offer settled relationships and help children to become familiar with the setting.	27/12/2018

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

	Due date
develop more-effective systems to extend the information sought from parents about children's starting points, interests and preferences, to plan more effectively as soon as children start	27/12/2018
develop more-effective systems to assess and track children's development to identify children's next steps accurately and target gaps in their learning	27/12/2018
ensure that children are offered opportunities to learn about diversity and the world around them	27/12/2018
use all available opportunities to extend children's vocabulary to develop their language skills further.	27/12/2018

Inspection activities

- The inspector talked with the childminder and children at appropriate times during the inspection.
- The inspector viewed some written documentation, including children's developmental records, risk assessments, policies and procedures.
- The inspector viewed written feedback from parents to gain their views.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact it has on children's learning.
- The inspector viewed all areas of the home which children have access to.

Inspector
Nicola Edwards

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. Although the childminder can identify the possible signs and symptoms of abuse or neglect, she does not have a secure understanding of the possible risks to children. The childminder does not fully understand her role in ensuring appropriate procedures are implemented to protect children. The childminder has failed to ensure that her safeguarding procedures are kept up to date. She does not have a secure understanding of the external agencies to contact to ensure that concerns about a child's safety or well-being are reported swiftly. The childminder does not know the appropriate steps to take if a child is at risk of being drawn into extreme behaviours or views. The childminder's systems to evaluate the effectiveness of her provision are not effective. She has not identified key weaknesses in her practice, training or policies. Areas for improvement are not identified quickly enough and action is not taken to improve outcomes for children. This has led to several breaches of the safeguarding and welfare requirements, which place children's safety and welfare at risk. The childminder has risk assessments in place and has installed safety gates to minimise hazards. She supervises children effectively to keep them safe.

Quality of teaching, learning and assessment requires improvement

The childminder's systems for assessing and tracking children are not consistently used to ensure that all children's individual needs are well met. This limits the progress that children make. The childminder has a general understanding of what children know and can do and plans next steps for children's learning. She regularly shares information about children's achievements with parents. The childminder talks to children constantly during their play. She supports children's early communication skills. For instance, when children point at the images in picture books, she clearly models the correct pronunciation so that they develop their understanding. Children are eager to copy her and repeat the words once they have mastered them. However, the childminder misses opportunities to extend children's vocabulary further. This limits children from making consistently good progress in all areas of learning. Children are supported to develop control and coordination. They enjoy regular visits to the local parks to climb and move their bodies. Young children are supported to develop the confidence to walk independently. The childminder has developed secure networks with the local pre-schools, to support children in their transitions. Children are not offered sufficient opportunities to learn about diversity or the world around them. This means that children are not supported to develop a positive awareness of people beyond their immediate experience, or respect the similarities and differences of others.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management mean that children's safety and welfare are at significant risk. However, children are happy and play well together. Children behave well and listen to instructions, and the childminder is caring and sensitive to their needs. Settling-in procedures for supporting children to develop secure attachments and feel safe are not consistently used. The childminder does not ensure that all children have an opportunity to become familiar with the childminder before joining the setting, and this does not support their emotional needs. The childminder does not collect information

from parents about all children's starting points, likes or interests, to allow her to support them from the outset. The childminder supports children to be healthy. For instance, she encourages all children to drink water. Children enjoy regular visits to the local parks to enjoy the fresh air and be active.

Outcomes for children require improvement

Children do not make the progress that they are capable of because the childminder's systems for assessing and tracking children are not used consistently. Children use their imaginations well. For instance, they concentrate well as they explore their own ideas when they play with role-play toys and farm animals. Children learn new skills to prepare them for the next steps in their learning. Young children enjoy sharing books, can name colours and shapes, and concentrate well as they complete puzzles together.

Setting details

Unique reference number	114884
Local authority	West Sussex
Inspection number	10083640
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	10 December 2014

The childminder registered in 1989. She lives with her husband in Rudgwick, near Horsham, West Sussex. She operates her service from 8am to 6pm, Tuesday to Thursday, 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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