

Childminder report

Inspection date	23 January 2019
Previous inspection date	13 June 2016

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

This provision is inadequate

- The childminder and her assistants do not have a secure understanding of the 'Prevent' duty. They are not fully aware of the signs that may suggest children are at risk from extreme views and ideas. Therefore, children are not safeguarded adequately.
- The childminder does not have an effective safeguarding policy in place. Consequently, adults at the setting may not have enough information to refer a concern should a safeguarding issue arise. This compromises children's safety.
- The childminder's self-evaluation is not rigorous enough. She does not consistently identify and address weaknesses in her practice and has not taken appropriate steps to ensure her knowledge and skills are kept up to date and in line with current legislation.
- Arrangements for the supervision of assistants are not robust enough and do not contribute to opportunities for training and professional development. As a result, staff members lack knowledge and understanding of key changes to legislation and practice.

It has the following strengths

- Overall, teaching at the setting is good. Staff engage children in a variety of activities which are appropriate for their ages and levels of development. Children make good progress from their starting points.
- The childminder and her assistants are warm, patient and caring. They have strong bonds with the children, who demonstrate that they are happy and secure at the setting. Parents express confidence in the care their children receive.

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
update knowledge and understanding of safeguarding in order to carry out all responsibilities relating to the role of safeguarding officer fully. In particular, develop a secure knowledge of the 'Prevent' duty guidance	24/06/2019
ensure that all adults working at the setting have a secure knowledge and understanding of how to safeguard children from all types of abuse, including those relating to extreme ideologies and behaviours	24/06/2019
update the setting's written safeguarding policy and procedures so that they are in line with those of the Local Safeguarding Children Board.	24/06/2019

Inspection activities

- The inspector observed the teaching of activities indoors and evaluated the impact of this on children's learning.
- The inspector spoke to the children and the childminder's assistants at appropriate times throughout the inspection.
- The inspector carried out a tour of the areas used by the children.
- The inspector held a number of discussions with the childminder. She sampled relevant documentation, including safeguarding policies and evidence of the suitability of adults living and working on the premises.

Inspector
Katie Smith

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The childminder has failed to attend training to keep up to date with changes in legislation and practice. Therefore, she lacks knowledge and understanding of the early years foundation stage framework and the 'Prevent' duty. As a result, she and her staff do not fully understand their responsibilities with regard to protecting children against extreme views and behaviours. The setting's safeguarding policy does not offer enough detail about the procedures adults must follow. Therefore, adults may not have enough guidance about what to do if they have a safeguarding concern. These breaches put children at significant risk of harm. The childminder supervises her assistants. However, she has yet to implement a robust programme of professional development to build on their skills and knowledge.

Quality of teaching, learning and assessment is good

Children concentrate well and develop their problem-solving skills as they fit building blocks together to create imaginative models. They value their achievements and proudly show their work to others. Adults offer praise and encouragement, building self-esteem. As older children compare their heights, the assistants model mathematical language and add challenge, asking 'Who is the shortest?' to extend learning. They narrate the activities of the youngest children, modelling full sentences. The babies babble in response, showing confidence as they build on their communication skills. The childminder shares assessment information with teachers visiting ahead of the transition to Reception. This ensures that children's progress can be maintained when they move on. Overall, children make good progress relative to their starting points. Parents are kept well informed through daily conversations and learning journeys.

Personal development, behaviour and welfare are inadequate

Significant weaknesses in leadership and management place children at risk and compromise their safety and welfare. Nevertheless, children are settled and happy at the childminder's home. The childminder and her assistants provide plenty of physical affection. Babies approach them for cuddles and are soothed easily, showing secure attachments. Older children develop firm friendships and play together well. Expectations for behaviour are clear and consistent. The children acquire skills needed for the next stage in their learning as they compromise and share the resources fairly. All children have opportunities to enjoy fresh air and exercise during visits to local groups and in the well-equipped outdoor area. Daily conversations with parents ensure continuity of care, for example during toilet training.

Outcomes for children are good

Children show warmth and interest as they welcome visitors to the setting. They offer pretend tea and cakes and are keen to demonstrate what they have learned, for example by singing a new song. Young children concentrate and persist with tasks for significant periods of time, relative to their ages. Older children are encouraged to show care for younger children as they play and learn together. All children develop the skills required for the next stage of their learning, including the eventual move to school.

Setting details

Unique reference number	124531
Local authority	Croydon
Inspection number	10062334
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	18
Number of children on roll	18
Date of previous inspection	13 June 2016

The childminder registered in 1998 and lives in South Croydon. She works with three assistants. The childminder operates from 7am to 6.30pm, Monday to Thursday, all year round. She receives funding to provide free early education for children aged two, three and four years. The childminder has a recognised childcare qualification at level 3.

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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