

Childminder report

Inspection date	11 January 2019
Previous inspection date	23 October 2014

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not Met (with actions)	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

This provision is inadequate

- The childminder failed to inform Ofsted within 14 days about significant events which may affect her suitability to care for children.
- Some aspects of the childminder's safeguarding knowledge and practices are weak. This compromises children's overall safety and welfare.
- There is insufficient floor space available at the premises for each child to play comfortably, and the childminder is ineffective in identifying potential risks which pose danger to children.
- At times, the childminder does not supervise young children appropriately and allows them to play out of sight. This means that she is not always available to witness incidents and immediately respond to children's needs.
- Children's good hygiene and self-care skills are not consistently promoted. This is illustrated when children do not wash their hands before eating.
- Partnerships with parents and other professionals need to improve. Children do not have good levels of continuity in their care.
- The childminder fails to gain all required information from parents when children start and to have required records available for inspection. This means that children's safety is monitored ineffectively.
- Children do not have consistent opportunities to enjoy purposeful play in the childminder's home. This means they lack engagement and do not make the full progress in their learning that they are capable of.

It has the following strengths

- Children have good attachments to the childminder. Her interactions with them are warm and encouraging.

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 safeguarding knowledge and practice, with particular regard to following the correct procedure to report any possible concerns about a child's welfare to the appropriate agency in a timely manner	27/02/2019
ensure that the premises and equipment are organised in a way that meets the needs of children, with particular regard to meeting the indoor space requirements, provision of space and bedding for young children to be able to sleep, and organisation of toilet facilities to enable children's privacy	27/02/2019
improve arrangements to ensure that children are adequately supervised to help protect their safety	27/02/2019
ensure good hygiene practices are followed consistently to minimise the spread of infection, with particular regard to making sure that children wash their hands before eating and that children do not have to share the same bed linen	27/02/2019
implement effective risk assessments so that all risks to children are managed effectively and hazards are removed or minimised to ensure children's safety	27/02/2019
improve procedures to work in partnership with parents and other professionals to help ensure the needs of children are met	27/02/2019
ensure that records are accessible and available for inspection	27/02/2019
ensure that all food and drink are stored safely and in line with food hygiene requirements	27/02/2019
record all required information about each child cared for, including emergency contact details and details of all individuals who have parental responsibility for the child.	27/02/2019

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

	Due date
develop an adequate understanding of the requirement to inform Ofsted within 14 days of any significant event that may affect suitability to provide childcare, and in particular anything that may result in, or has resulted in, a change in the information recorded on the Disclosure and Barring Service (DBS) certificate	27/02/2019

implement each area of learning through planned, purposeful play to support individual children's progress	27/02/2019
put in place effective systems for ongoing assessment to ensure precisely targeted and appropriate interventions are undertaken to help close any gaps in children's learning.	27/02/2019

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

- develop the effectiveness of self-evaluation to ensure it targets the areas for improvement accurately and that changes are sustained to enhance outcomes for children
- strengthen arrangements to gather more detailed information about what children know and can do on entry, in order to swiftly and precisely plan for their learning right from the beginning.

Inspection activities

- The inspector observed the quality of the children's experiences and their interactions with the childminder and assessed the impact this has on children's learning.
- The inspector had a tour of the premises.
- The inspector held a number of discussions with the childminder about the statutory requirements.
- The inspector spoke to the children during the inspection.
- The inspector looked at relevant documentation that was available.

Inspector

Amy Mckenzie

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. The childminder does not ensure that Ofsted is informed about required changes within 14 days, including changes to her DBS status that could influence her suitability to look after children. Although the childminder has addressed some of the weaknesses in her safeguarding knowledge and policy identified at the last inspection, there are further gaps in relation to the correct procedures to follow and whom to speak to in the first instance when reporting concerns about children's welfare. There is insufficient space in the childminder's home for children to play comfortably, and children have inconsistent opportunities to participate in enjoyable and challenging activities. The childminder does not promptly identify children's developmental levels when they start and carefully plan targeted activities to close any gaps in their learning rapidly. In addition, she does not work closely with parents or outside professionals to fully support children with special educational needs and/or disabilities (SEND). The childminder demonstrates appropriate commitment to engaging in professional development and training. However, the impact of this is unsuccessful in ensuring the provision offers quality care for children. The childminder does not keep up-to-date attendance registers and have them available during inspection. Required records relating to children's accidents and incidents are also unavailable. In addition, essential information in relation to parental responsibility and parents' emergency contact details is not consistently recorded for each child. This means that children's safety is compromised. Although the childminder reflects on some aspects of her practice, her self-evaluation process does not help her prioritise and promptly address key weaknesses in the provision.

Quality of teaching, learning and assessment is inadequate

The childminder has been unsuccessful in sustaining changes made to improve children's learning and development. Although she has appropriate knowledge of how to guide children's learning across the different areas, this knowledge is not implemented in practice. On the day of the inspection, children frequently lost interest in the toys and resources available to them and wandered around. Although the childminder questions children at times and provides some commentary on their play, she does not support them to persevere on tasks effectively and help them to extend their concentration. The childminder carries out the compulsory two year progress check, which was an area for improvement at her last inspection. However, consistently monitoring each individual child's ongoing assessment still requires further improvement to improve outcomes for all children. During outings, children's language and mathematical development are effectively encouraged. For instance, they enjoy counting and feeding ducks in the park and show enthusiasm when shopping and discussing different ingredients for their lunch. During the shopping trip, children are given good opportunities to develop their independence and make their own decisions.

Personal development, behaviour and welfare are inadequate

Weaknesses in safeguarding, child supervision, attitude to keeping children healthy and how the childminder assesses risks compromise children's overall safety and welfare. On occasions during the inspection, children were not appropriately supervised. This was

apparent when children ran up and down the hallway and the childminder was unable to prevent a child from being hurt by another child as they were out of sight. The childminder is not proactive enough in identifying potential risks to children. This was illustrated as children ran past a heavy football table propped up against the wall unsupervised. The childminder does not support children to develop healthy lifestyles and good levels of hygiene effectively. For instance, children do not wash their hands before eating, and a young child was allowed to drink milk that was not appropriately stored at the correct temperature. Furthermore, suitable arrangements are not in place to encourage young children to rest and sleep with their own, clean bedding. Despite this, children have daily opportunities for fresh air and to develop their physical skills. Children show this when they ride on scooters and run at the park. The childminder frequently gives children praise. When she directly observes inappropriate behaviour, she offers children explanations about the importance of being kind to each other.

Outcomes for children are inadequate

Inconsistent opportunities to engage in good-quality learning experiences, lack of partnership working and weaknesses in accurately monitoring children's development mean that not all children, particularly those with SEND, make the best possible progress in relation to their starting points. Children develop basic skills they need for their next stage of learning, including nursery and school. However, they are not consistently challenged to extend their capabilities. Despite this, children show willingness to try new things and curiosity about the world around them.

Setting details

Unique reference number	EY385045
Local authority	Southwark
Inspection number	10083467
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	23 October 2014

The childminder registered in 2009. She lives in Dulwich in the London Borough of Southwark. The childminder offers care each weekday from 8am until 6pm, all year round except public holidays and family holidays.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

