

Childminder report

Inspection date

11 April 2019

Previous inspection date

22 November 2018

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Inadequate	4 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 does not have enough understanding of the early years foundation stage (EYFS). As a result, she does not ensure that requirements are met at all times nor identify and take action to address all weaknesses in her own practice and that of her assistant.
- The key-person system is not effective. The childminder focuses on the organisation and routine of the setting, rather than what is best for the children in her care.
- Children's behaviour is not always managed in ways that support their physical, social and emotional development and well-being.
- The childminder does not provide children with meals and snacks that are healthy, balanced and nutritious. Water is not available and accessible at all times, as required.
- The childminder does not have adequate arrangements in place to support children with special educational needs and/or disabilities (SEND). They are not given equal opportunity to take part in activities and make as much progress as their peers.
- The childminder does not obtain sufficient information from parents and other professionals working with children. She does not observe and assess what all children can do, and does not plan or provide challenging and enjoyable experiences that meet each child's individual needs, interests and stage of development.
- Systems for recording children's daily hours of attendance are not completed consistently and accurately. It is not clear when children have been cared for on the premises.

It has the following strengths

- Parents report they are happy with the care provided by the childminder.
- Children have daily access to activities outdoors, where they develop their physical skills, including by using the see-saw and slide.

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 the childminder fully understands the EYFS so that weaknesses can be identified and addressed, and requirements are met at all times	29/04/2019
make sure that assistants have appropriate knowledge, understanding and skills to be able to carry out their roles and responsibilities and to offer quality opportunities for children to learn and develop	29/04/2019
make sure that the key-person system is effective; that the organisation and routine of the setting, and the care and learning for each child, are tailored to meet their individual needs	29/04/2019
ensure that meals provided for children are healthy, balanced and nutritious, and that water is available and accessible for children at all times	29/04/2019
ensure methods used for managing children's behaviour support their physical, social and emotional well-being and are appropriate for their age and stage of development	29/04/2019
ensure there are arrangements to support children with SEND so that their needs are met and they have the opportunity to make as much progress as their peers	29/04/2019
obtain information from parents, carers and other professionals working with the children in order to be able to meet their developmental needs and provide continuous care and learning for them	29/04/2019
ensure systems for recording children's daily hours of attendance are accurate, completed fully and legibly so it is clear when children have been cared for on the premises to keep them safe.	29/04/2019

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

	Due date
use information from parents, carers and other professionals working with children about their needs, interests and stage of development to plan and provide challenging and enjoyable experiences that meet each child's individual needs	31/05/2019

develop systems for the observation and assessment of children in order to understand what they can do, what they are interested in and how they learn best, and use this information to tailor the care and learning for each child.	31/05/2019
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Inspection activities

- The inspector observed activities with the children.
- The inspector had a tour of the premises and looked at the areas used for the care of children.
- The inspector spoke to children, parents, the childminder and her assistant at appropriate times during the day. She held a meeting with the childminder.
- The inspector looked at documents, including children's records and the setting's policies and procedures.

Inspector

Sam Colderwood

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The childminder has not maintained improvements she had previously made, for example in recording children's daily hours of attendance. The childminder's lack of knowledge and understanding of the EYFS means she is not able to identify when requirements are not being met and when improvements need to be made. This is also evident from the poor quality of teaching for children. The childminder does not consider the needs of each individual child or organise the routine and activities to meet their needs. This is particularly significant for children with SEND, who are not always included in planned activities. Nevertheless, the childminder has improved her knowledge and understanding of the roles of professionals in safeguarding reporting since the last inspection.

Quality of teaching, learning and assessment is inadequate

Children, including younger children and those with SEND, go for long periods without any interaction with other children and adults. This is because the childminder is unable to meet the variety of needs of all children in her care. Younger children crawl around the playroom and pull themselves up in preparation for walking. However, there is a distinct lack of emphasis on children's communication and language development. Adults do not have any meaningful conversations with children. They do not recognise when more-able children can read short words and use this to take their learning further. The childminder plans some interesting activities, such as Easter egg painting. However, adults do not adapt the activity for the different children attending. They do not use appropriate questioning or pick up on information that children share to take the conversation further. As a result, some children do not take part and others lose interest. The childminder is beginning to use a system for observing children and assessing their achievements. However, this is at an early stage and she does not know enough about what children can do to be able to plan activities and opportunities for children to help them progress to the next stage in development.

Personal development, behaviour and welfare are inadequate

The childminder does not do enough to support children to become independent and develop self-help skills. For example, pre-school children are given a plastic spoon to cut and eat their vegetable lasagne, and younger children are not given the opportunity to feed themselves at mealtimes at all. The childminder does not have an adequate understanding of children's nutritional needs and, therefore, food she provides for children does not meet their nutritional requirements. Children's behaviour is not managed consistently. For example, the childminder explains to older children why they must tidy away the bricks they have been playing with but does not explain to children why they should not snatch toys away from other children. This does not help children to understand what is expected of them and why.

Outcomes for children are inadequate

Overall, children do not make good progress from their starting points. The childminder does not obtain sufficient information about the children from her own observations or from parents and other professionals to be able to plan for their next stage in

development. As a result, more-able children and those with SEND are not sufficiently challenged and are not prepared well enough for their move to school.

Setting details

Unique reference number	EY550749
Local authority	Havering
Inspection number	10090917
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 4
Total number of places	12
Number of children on roll	9
Date of previous inspection	22 November 2018

The childminder registered in 2017. She lives in Hornchurch, in the London Borough of Havering. The childminder provides care each weekday for 47 weeks a year, closing for bank holidays and personal holidays. She works with an assistant.

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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