

# Childminder report

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Inspection date: 22 October 2019

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## **Overall effectiveness**

## **Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Requires improvement

## What is it like to attend this early years setting?

### The provision is inadequate

Substantial weaknesses in the childminder's practice mean that children's safety and welfare are significantly compromised. The childminder is not vigilant in her supervision of children and shows poor behaviour management skills. Consequently, children are, at times, out of her sight and hearing. For example, after a trip to the park, the childminder opens the front door and children run in and shut it behind them. The childminder does not recognise the seriousness of this situation and stops to hold a conversation with a passer-by. When she does open the front door, she laughs with the child rather than speaking to them about their dangerous behaviour. This does not help children to learn about how to keep themselves safe or the possible consequences of their actions. In addition, the childminder does not ensure that the front door of her home is always kept secure. This means that children can leave her home unsupervised.

Risk assessments are inadequate. There are numerous tripping hazards throughout the childminder's home. She stores an extremely large number of hazardous products at low level. For example, plastic bags, air freshener, cleaning products, deodorant, fly killer, laundry cleaners, bleach and medicated products. This means that wherever the children are in her home, they can easily reach items that could harm them. In addition, very young children are not prevented from playing on the stairs, which further compromises their safety.

The childminder has failed to address the actions raised at her last inspection. As a result, she continues to demonstrate a very poor understanding of the learning and development requirements. The childminder does not observe and assess children's progress or plan meaningful activities that meet their next steps in learning. This does not ensure that children make adequate progress. The childminder speaks to parents everyday about their children's achievements. However, she does not provide them with accurate information about how to support their learning at home.

### What does the early years setting do well and what does it need to do better?

- Behaviour management and supervision are ineffective. This is because the childminder does not recognise when young children place themselves at risk of harm. For example, she fails to challenge children as they climb over furniture and equipment or run around while eating snacks. Consequently, children do not learn how to keep themselves safe.
- The childminder does not identify, minimise or remove potential risks to children in her home. For example, trailing wires on the floor and spray cans that are easy to reach present further risks. Children can leave the childminder's home unnoticed as the front door, on occasion, is left unlocked.

- Although the childminder has completed online safeguarding training, she has a limited knowledge of how to identify signs of abuse. Furthermore, she is unaware of who she must report any concerns about a child's welfare to. This does not ensure that children are protected from harm and further compromises their safety and welfare.
- The childminder does not observe and assess children's learning. As a result, she does not know what children know and can do. This means that she is unable to plan activities that provide children with appropriate challenge to support their next steps in learning. Parents are not provided with accurate information about how they can support their children's learning at home. However, the childminder does give them some information about their children's achievements.
- The childminder's teaching often exceeds children's level of understanding and capabilities. She directs activities, which hampers children's ability to lead their own play and learning. When they make it clear to the childminder that they have lost interest, she continues to lead their play. As a result, children have very few opportunities to extend their ideas and interests. Furthermore, the poor organisation of toys and activities impedes children's ability to make choices.
- Children have some access to age-appropriate activities. For example, they have fun developing physical skills as they use large play equipment at a local park. Children also enjoy using their feet to propel a sit-and-ride car. They develop a close relationship with the childminder. Children are confident to ask for a drink or something to eat.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder's safeguarding knowledge is poor and she has a weak understanding of how to recognise the signs and symptoms of abuse. Furthermore, the childminder is not aware of who she must report safeguarding concerns to. This does not ensure that children are protected from harm and compromises their safety and welfare. The childminder has failed to take appropriate action to keep children safe. For instance, she has not acted to ensure that children are not able to leave her home unnoticed. In addition, the childminder does not recognise potential hazards to children, placing them at further risk of harm. Behaviour management does not promote children's safety. This is because the childminder does not recognise or address the potential consequences of young children's reckless behaviour.

## What does the setting need to do to improve?

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

	<b>Due date</b>
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put in place effective risk assessments and take action to minimise or remove hazards so that children are not exposed to unnecessary risks	06/11/2019
have regard for government's statutory guidance to notify, without delay, those responsible for dealing with concerns about children's safety and welfare	06/11/2019
undertake effective professional development relevant to raising knowledge and understanding of legal requirements, including safeguarding, personal effectiveness and ongoing training needs	06/11/2019
take all reasonable steps to ensure that children are not able to leave the premises unsupervised	06/11/2019
manage children's behaviour appropriately to ensure their safety and promote their understanding of how to keep themselves safe	06/11/2019
ensure that children are adequately supervised and are always within sight or hearing	06/11/2019
ensure that assessments of children's learning are precise to accurately identify their levels of achievement to inform planning and challenge them to make good progress in all areas of learning	06/11/2019
ensure a thorough knowledge and understanding of the learning and development requirements raise the quality of teaching to a consistently good level and continually improve activities and experiences offered to children	06/11/2019
put in place an effective two-way flow of information with parents so that they are kept well informed about how they can support their child's learning at home.	06/11/2019

## Setting details

<b>Unique reference number</b>	EY459843
<b>Local authority</b>	Essex
<b>Inspection number</b>	10090736
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 to 9
<b>Total number of places</b>	5
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	12 December 2018

## Information about this early years setting

The childminder registered in 2013. She lives in Chigwell, Essex. The childminder operates from Monday to Friday from 8am to 6pm, all year round, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Ann Cozzi

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke with children and the childminder throughout the inspection and reviewed written feedback provided by parents.
- The inspector checked a range of records and other documents, including evidence of the suitability of persons living in the household.

We carried out this inspection 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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