

Childminder report

Inspection date:

14 November 2019

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The childminder has a poor understanding of how to support children in their learning, to ensure they make the best possible progress. She does not build on what children already know and can do, and her knowledge of child development is limited. The learning environment she provides is not stimulating enough for children of a young age and she does not plan a varied enough curriculum.

The childminder's safeguarding knowledge is weak. She has failed to meet a number of safeguarding and welfare requirements, which puts the children at risk. In addition, her systems for risk assessment are insufficient.

The childminder supports children to develop their self-esteem and confidence. She helps children to settle quickly and makes the most of the provision in her local area. For example, she takes children to visit local parks to look at animals and spends time at local drop-in groups, where children can gain social skills.

Children are beginning to use babbling to communicate their interests and seek out eye contact. They are excited to play with wooden blocks and laugh excitedly as they tumble over. At times, the childminder supports children's language by modelling simple words and singing a range of songs. However, on other occasions, she uses overcomplicated sentences during play, which does not match children's level of understanding or support their language development effectively.

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

- The childminder does not have a suitable awareness of the signs that a child may be at risk of harm, or know how to respond appropriately to any concerns. This includes when it is appropriate to share information with parents. She does not have sufficient understanding of her responsibilities to seek relevant professional advice in the event that an allegation is made against herself or a member of her family. Furthermore, the childminder has not updated her knowledge of current safeguarding issues. For example, she does not know what signs might indicate that children are being exposed to extreme views or are at risk of female genital mutilation. Her lack of relevant knowledge has an impact on her ability to protect children in her care and could pose a risk to their welfare.
- The childminder does not have effective systems to monitor accidents and injuries. For example, she does not follow up promptly any injuries that children arrive with at the setting. This does not place priority on children's health and well-being. In addition, the childminder does not hold a current paediatric first-aid certificate, which may pose a risk to children's safety should an emergency occur.

- Systems for risk assessment are insufficient. The childminder does not have effective plans in case of an emergency or fire at her property, as required. In addition, she has not considered ways to support children's understanding of how to respond to emergency situations. This could put children's health and safety at risk.
- The childminder's poor knowledge of child development and how children learn limits her ability to provide a stimulating environment to support children's individual needs. While she makes some appropriate and engaging interactions with children, her planning for their overall progression is ineffective. She interacts appropriately at times, for example reading favourite books or singing rhymes, and children respond with excitement. However, this is inconsistent, and her understanding of how to offer an age-appropriate and varied curriculum is lacking. These weaknesses in knowledge prevent children from making the best possible progress.
- Arrangements for checking on what children know and can do are not in place. The childminder does not plan effectively to challenge children to reach their next stage of development. She shares descriptive observations about children's interests with parents regularly, but fails to evaluate the impact of these observations on children's overall development.
- The childminder's understanding of the early years foundation stage requirements is weak. She has not kept her professional knowledge up to date. As a result, she is not able to evaluate the quality of her provision effectively to ensure she offers a good enough early education for children. She has not made the most of training or partnerships with other professionals to support her practice.
- The childminder has failed to meet requirements that relate to the Childcare Register. For example, she does not have a written safeguarding procedure for responding to concerns about children's welfare, or a written procedure for handling any complaints. In addition, she has failed to display her registration certificate at her setting.
- Despite weakness in other areas of the provision, the childminder builds trusting relationships with children. Care routines are carried out effectively and with sensitivity for the child. The childminder is warm, friendly and praises children for their efforts. Children demonstrate they feel safe and settled in her care. For example, they enjoy a cuddle with her when they wake up after a nap.
- Children are interested in the world around them. For example, they investigate push-button toys and pretend to talk on play mobile phones. Children show independence in finding their own belongings such as shoes and coats. They behave well and enjoy joining in with care routines such as nappy changing. They enjoy a range of healthy food which contributes to their health and well-being.
- Parents speak favourably about the childminder's open communication about children, and she gives feedback to parents verbally about children's daily experiences and care routines. As the childminder does not have a secure knowledge of children's progress, this limits her ability to share this information with parents.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder has a weak knowledge of many vital safeguarding and child protection matters, and her policies and procedures do not ensure the safety of children in her care. The childminder does not understand her responsibility to report safeguarding concerns to other professionals in a timely manner. Her lack of awareness about when to disclose information to parents could compromise children's welfare.

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:

	Due date
improve knowledge of all safeguarding matters to maintain the welfare of children. This should include knowledge of the signs that a child might be at risk of harm, how to respond to concerns about children's welfare and about protecting children from the risk of extremism and female genital mutilation	18/12/2019
implement a safeguarding policy to be shared with parents. This should detail steps to be taken in the event of a concern about a child's well-being and how to respond in the event of an allegation being made against yourself or a member of your family	18/12/2019
implement systems for recording injuries and accidents. This should include injuries children gain outside of the setting	18/12/2019
improve systems for risk assessment. This should include gaining a suitable knowledge of what to do in the event of a fire and having effective plans in place should an emergency evacuation be required	18/12/2019

obtain an up-to-date first-aid qualification relevant for the care of children and babies, to maintain children's health and well-being	20/01/2020
develop an effective knowledge of how children learn, and improve teaching skills, to meet the needs of individual children. This should include how to plan for children's interests and how to assess what children know and can do	20/02/2020
improve knowledge and understanding of the early years foundation stage requirements through ongoing professional development and relevant training	20/02/2020
display the certificate of registration in the setting at all times while operating, as required	04/12/2019
implement a written complaints policy and share this with parents.	18/12/2019

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

- improve systems for self-evaluation to raise the quality of the provision and outcomes for children who attend
- develop systems for teaching children about what to do in the event of an emergency or fire, to support their understanding of safety.

Setting details

Unique reference number	105784
Local authority	Kensington and Chelsea
Inspection number	10060435
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	20 March 2015

Information about this early years setting

The childminder registered in 1993. She lives in the Royal Borough of Kensington and Chelsea. The childminder offers care Monday to Friday from 8am to 6pm. She has a diploma in home-based childcare.

Information about this inspection

Inspector
Shana Laffy

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The childminder and the inspector reflected together on a learning experience for children.
- The inspector discussed the childminder's policies, looked at children's records and checked evidence of the childminder's suitability.
- The inspector took account of the views of parents expressed in written responses.
- The inspector discussed activities with the childminder and how the curriculum is organised.

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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