

Childminder report

Inspection date:

6 February 2020

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

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

Children's safety and welfare are compromised due to the significant breaches of the statutory requirements. Although children generally behave safely in the childminder's home.

The childminder's poor knowledge of child development leads to children being disengaged in their learning. She does not have high expectations for children to achieve and, therefore, children are prevented from making good progress.

Children are happy to find their own learning and they play together well. When altercations do occur, the childminder fails to involve the children in managing these themselves. This does not support children's social skills and prepare them for their next stage of learning.

The overall quality of care and education does not support children's learning and development needs. The childminder does not have a good understanding of how children learn and what her curriculum should offer. Children are therefore provided with little adult engagement and resources that are not appropriate and offer them no challenge. For example, older children revisit four-piece puzzles and confidently complete these. The childminder fails to think about how she could build on these skills to extend their learning and help develop children's positive self-esteem.

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

- Arrangements for safeguarding children are not effective and this puts children at risk. The childminder does not know the local safeguarding partners and their multi-agency safeguarding arrangements. Nor does she have a policy that states the correct procedure to follow in the event of a concern about children's welfare. This hinders her ability to make a referral should she be concerned about a child.
- The childminder does not offer children purposeful play opportunities to build on their skills and knowledge. For example, she does not show any understanding of how to differentiate learning opportunities for children of different ages. This prevents children from being challenged and developing new skills.
- Children's statutory two-year progress checks are not used effectively, and parents are not provided with an accurate summary of their children's development. The childminder's lack of expectation for children's learning and poor knowledge of their development, and little understanding of working in partnerships, lead to children not receiving the intervention that is required. For example, the childminder shows no urgency and fails to see her responsibilities in making a referral to gain support for children who are behind in their speech

development. This hinders children's ability to communicate effectively and have their feelings heard.

- The childminder does not ensure that the playroom is suitable for children. The environment and resources are not kept clean. For instance, there is a potty that has gathered built-up dust in the playroom, which children sit on. This lack of cleanliness and hygiene fails to promote children's good health.
- Children play well together most of the time with the resources that are available to them. They have their favourite toys which they repeatedly play with. The childminder is accepting of this and shows no desire to extend children's interests and offer opportunities that promote their curiosity.
- Children's personal development and well-being cannot be assured as these are undermined by the weaknesses in safeguarding. Children have built good attachments to the childminder and go to her for reassurance when they become upset. The childminder praises children as they tidy up the toys when they have finished playing. This helps children develop good self-esteem.
- The childminder's practice does not promote the health and well-being of young children. For example, children are not encouraged to wash their hands before eating snacks. As a result, they do not learn and follow good hygiene practices.
- The childminder demonstrates a lack of understanding around the need to complete accident and incident forms. This results in children having accidents that are not recorded and, therefore, not shared with parents.
- The childminder does not show integrity within her roles and responsibilities and does not do the best for all children. Children fail to thrive in her care, which puts them at a disadvantage for future learning. The childminder has failed to address the recommendations from her previous inspection. She shows a lack of understanding in regard to how to improve her self-evaluation by involving parents and children. Consequently, no improvements have been made and the standard of care and education has considerably dropped.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder's understanding of her safeguarding responsibilities does not ensure children's welfare. For example, she does not communicate with parents should she have a concern or if their children have any prior injuries or arrive in her care with existing injuries. The childminder does not know that it is her responsibility to know about what happens in children's home lives that could place them at risk. This shows a lack of importance in safeguarding children, which has a significant impact on their safety and well-being. The childminder fails to identify when children may be more at risk of abuse. She also demonstrates a poor understanding of the signs and symptoms a child could display if they were being mistreated. The childminder does not have a robust knowledge of the actions to take if an allegation is made against her.

What does the setting need to do to improve?

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 safeguarding and child protection knowledge is robust and that policies and procedures are up to date and in line with local safeguarding partners and their multi-agency safeguarding arrangements	28/02/2020
implement arrangements to ensure that relevant information is shared effectively with parents and other professionals, to identify and address children's individual needs	28/02/2020
ensure she has a clear understanding of her roles and responsibilities to promote the overall quality of care and education for all children	28/02/2020
ensure that she has a robust knowledge of when to complete an accident and incident record, and that written records have been shared with parents	28/02/2020
put systems in place to ensure the environment is regularly cleaned and suitable for children	28/02/2020
ensure there are effective systems in place to promote children's understanding of good health and hygiene.	28/02/2020

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure planning systems enable children to have purposeful play opportunities to build on what they already know	28/02/2020

ensure statutory paperwork is completed to support children's individual needs and highlight any early intervention needed, including the two-year-old progress check.	28/02/2020
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Setting details

Unique reference number	131331
Local authority	Southampton
Inspection number	10072359
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	19 April 2016

Information about this early years setting

The childminder registered in 1989 and lives in Bitterne, Southampton. She operates from 8am to 5.30pm, Monday to Thursday, all year round. The childminder is in receipt of free government funding for children aged three and four years.

Information about this inspection

Inspector

Hayley Doncom

Inspection activities

- The inspector and the childminder carried out a learning walk to understand how the early years provision and the curriculum are organised.
- Observations were carried out by the inspector to review the quality of teaching.
- Further observations were carried out to track experiences of children and gain their views of the childminder's provision.
- The inspector held discussions with children and the childminder at appropriate times throughout the inspection.
- Documentation was sampled by the inspector. This included children's two-year-old progress checks, safeguarding policies and procedures and accident records
- The inspector led a feedback session with the childminder to share her findings.

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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