

Childminder report

Inspection date:

26 February 2020

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children benefit from a safe and secure environment to play in. However, the childminder does not have a clear understanding of all signs which could indicate a child is at risk of harm. As a result, children's safety and welfare cannot be fully assured. Overall, children are settled and generally happy in the childminder's care. They behave well and play cooperatively alongside each other. They receive clear messages about the importance of sharing toys and taking turns. The childminder supports younger children's care needs well and helps them to gain confidence in managing their own self-care skills. As a result, younger children blow their own noses and are confident to take themselves to the toilet when prompted.

The childminder does not offer an ambitious curriculum, to ensure that children receive consistently good levels of challenge to support their learning. Children are suitably happy to play with the resources that are available to them. However, the environment is not sufficiently stimulating, to ensure children are consistently motivated to learn. Many resources are not age-appropriate for the children who are attending. Although children generally enjoy playing, they do not always benefit from meaningful learning. This limits the amount of progress they can make in their development. The childminder takes children on daily outings, such as to soft-play centres and toddler groups. This helps to support children's all-round physical and social development.

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

- The childminder regularly monitors children's development, and her assessments of children's learning are generally accurate. However, she does not always use this information well enough to support children's ongoing learning. The childminder does not plan consistently to meet their individual needs. Therefore, children do not always make the best progress in the areas where they need the most support. The childminder does not provide children with a wide enough range of exciting or interesting activities and/or experiences across all areas of learning. There are occasions where children quickly become bored, and move from one activity to the next without any sufficient learning taking place.
- Partnerships with parents are positive. The childminder provides parents with regular information about their children's care, and activities they have been involved in during the day. She gathers adequate information from parents about what their children know and can do during settling-in sessions. However, the childminder does not do enough to ensure that there is a consistent approach towards supporting children's ongoing development at home. Particularly where there are gaps in children's attainment. This impacts on their future learning, and the pace at which they can catch up with their peers.
- The childminder supports some aspects of children's learning well. For example,

as children play with dough, she introduces vocabulary and talks to them as they play. Children learn mathematical concepts such as bigger and smaller, as they compare the sizes of spoons they use to mix the dough. The childminder provides a wide range of tools to help children make shapes and mould the dough, thereby supporting the development of their fine-motor skills. She shows them carefully how to use scissors to snip the dough and encourages them to try for themselves. However, given that all children speak English as an additional language, she does not sufficiently encourage them to respond to her questions or express their thoughts and ideas. For example, she asks them questions about what food they are making with the dough, and then immediately answers for them.

- Younger children enjoy being read to and looking at pictures in books. The childminder talks animatedly to children as she reads stories to them. Children learn about different animals, and whether they feel 'soft' or 'rough' as they touch them in sensory books. They learn about how animals move, and the noises they make. However, the childminder does not always pronounce the words clearly as she reads to them.
- The childminder attends all necessary mandatory training, such as safeguarding training. However, she has not made the most of this training, to ensure that she has a confident and clear understanding of all safeguarding matters to enable her to keep children safe. She demonstrates a desire to improve her overall practice but has not yet identified areas where she needs to develop, to improve children's learning experiences. There are no clear ongoing plans in place for her to drive improvements.

Safeguarding

The arrangements for safeguarding are not effective.

Although the childminder has recently attended safeguarding training, her knowledge and understanding is weak in some areas. She is clear about who she needs to report concerns about children's welfare to. However, she cannot fully recognise all signs which would alert her to the fact that children could be at risk of harm. This means she cannot effectively keep children safe, if for instance, they were at risk of being exposed to extreme views or behaviours. The childminder understands her responsibilities to minimise hazards within the home and on outings. She keeps her paediatric first-aid training up to date.

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
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improve safeguarding knowledge, including being able to recognise all signs which could indicate that a child is at risk of harm, so that action can be taken to keep them safe at the earliest possible stage	27/03/2020
improve the curriculum implementation, so that children benefit from a wide range of suitably challenging activities and experiences which takes into account their individual needs and helps them to make good progress in their learning	26/06/2020
improve practice so that children have more opportunities to express themselves and time to think and respond to questions, so they can make better progress in their speech development, particularly for those children who speak other languages at home.	26/06/2020

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

- enhance partnerships in place with parents so that they are provided with more guidance as to how they can support their children's learning at home, particularly when they are at risk of significantly falling behind that of their peers
- make better use of self-evaluation to continually review practice and focus professional development where it is needed most, in order to raise the quality of the provision.

Setting details

Unique reference number	EY554509
Local authority	Slough
Inspection number	10143689
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Slough. The childminder offers care Monday to Friday, 8am to 6pm, all year round except for family and bank holidays.

Information about this inspection

Inspector
Carla Roberts

Inspection activities

- A learning walk took place so that the childminder could explain how she organises her provision.
- The inspector observed the childminder interacting with children during activities to assess the quality of her practice and the impact this has on children's learning.
- The inspector spoke to the childminder at appropriate times during the inspection to check her understanding of safeguarding, and to find out how she assesses and plans for children's learning.
- A range of documentation was reviewed, including training certificates and evidence of necessary insurance.

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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