

Childminder report

Inspection date:

11 May 2021

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 Met (with actions)

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not have a secure understanding of the early years foundation stage curriculum, (EYFS). The aims and objectives for some of the activities provided are not clear. The outdoor area is not risk assessed well enough, meaning children use equipment that is not suitable for their age.

Children settle into the setting quickly. The childminder is nurturing, kind and caring, which supports children's emotional development effectively. She knows their interests and provides resources to support them. Children enjoy playing outside in the garden. They climb slides, ride cars, and paint the fence using water and chunky brushes. This supports children's physical development.

Children enjoy hearing familiar stories and singing songs. They snuggle up to the childminder and listen carefully to the story. The childminder makes story telling fun. She uses different voices for the characters in the book. Children learn new vocabulary such as 'taxi, Big Ben' and 'Queen'. They eagerly join in singing songs they know well and follow simple actions. This enables them to listen to repetition,, such as 'swish, swish, swish' and to understand the meaning of the words.

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

- The childminder does not understand the intent of the curriculum and how it is implemented across the areas of learning. She has recently returned to childminding following a break but has not kept updated with the changes to the inspection framework. The childminder acknowledges that this has had an impact on her ability to be confident in some areas of practice. This includes knowledge of the issues relating to child protection and her ability to understand the intent for the curriculum, and how it is implemented across the areas of learning. The childminder confirmed that, although this is the case, she is committed to making the improvements required.
- The childminder understands how children learn and she engages effectively with them during their play. However, she does not always identify the purpose of the learning, which makes the implementation less successful. Children are developing the skills they need to be ready for school. For example, they are becoming independent, such as helping themselves to a drink.
- Children's communication and language is promoted well throughout the daily routine. The childminder provides a commentary on what children are doing and the toys they play with. This helps children to understand the meaning of words they hear and listen to the correct pronunciation.
- The childminder provides healthy and nutritious food and snacks, which children eat while sitting at the dining table. However, a lack of age appropriate seating for mealtimes prevents the children from being at the correct height to eat

comfortably. Children are encouraged to drink water regularly throughout the day to keep them hydrated.

- Children behave well, they learn to share and take turns. They help to tidy up the toys and put them away. The childminder praises children when they do well or share the toys with their friends. For example, 'good job'. The childminder acts as a positive role model and helps support children to learn good manners. Children listen carefully to the childminder and follow simple instructions. For example, 'can you find your shoes'.
- Parent partnerships are developing. A handover takes place on arrival, which helps the childminder be aware of how children have been when they are at home. The childminder completes a daily diary to update parents to inform them of the time their child has spent with the childminder. However, the childminder has yet to share information about the early years curriculum and how parents can help support their child's learning and development at home.

Safeguarding

The arrangements for safeguarding are not effective.

Breaches to the safeguarding requirements compromise children's safety. The childminder has not updated her knowledge and skills of issues related to child protection. This includes the procedures should there be a concern about a child or an allegation made against an adult in the household. The provider's understanding of risk assessment is weak. Specifically, her ability to identify the hazards associated with the use of the trampoline. The childminder is unaware of the dangers for young children when using this piece of equipment, which puts children at risk of sustaining a serious injury.

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
implement policies and procedures to safeguard children; ensure they are in line with the Local Safeguarding Children Partnership, (LSCP) and include the procedures to follow if there is a concern about a child, an allegation being made against a household member and the use of mobile telephones and cameras	04/06/2021

improve knowledge and understanding of safeguarding issues to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way	04/06/2021
complete a risk assessment about the trampoline to ensure that children are protected and kept safe while using the equipment	04/06/2021
provide more information for parents to explain how the EYFS is delivered and how parents and carers can access more information to support their child's learning at home	04/06/2021
ensure the seating equipment used for mealtimes is organised in a way that meets the needs of the children	04/06/2021
plan and provide an early years curriculum that identifies the skills children need to learn and how they will be implemented.	25/06/2021

Setting details

Unique reference number	EY475349
Local authority	Surrey
Inspection number	10193660
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	3
Number of children on roll	1
Date of previous inspection	25 April 2017

Information about this early years setting

The childminder registered in 2014. She lives in Walton-on-Thames, Surrey. The childminder operates throughout the year except for family and bank holidays.

Information about this inspection

Inspector

Maria Conroy

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke to the parents to gain their views on the quality of the setting.
- The inspector held a discussion with the childminder following one of the activities to assess her understanding of the curriculum.
- The inspector sampled a range of documentation, including paediatric first-aid certificate and public liability insurance.
- The inspector completed observations throughout the inspection of the adult and child interaction both indoors and outdoors, to evaluate the support for children's learning.

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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