

Childminder report

Inspection date: 17 June 2021

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not Met (enforcement)

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not fully understand her responsibilities to keep children safe. She has attended safeguarding training since her last inspection. However, she does not understand her responsibility to report information to other agencies without delay. This includes, for example, if a child demonstrates signs which could indicate they are at risk of harm in their home lives. This has a significant impact on children's safety and well-being.

Children are very happy and settled, despite having attended the childminder's setting for a very short space of time. Babies seek the childminder for comfort and cuddles which she readily provides. The childminder is very attentive and responsive to meeting their needs. The childminder provides age appropriate toys to capture children's interest and support their ongoing development. Babies demonstrate high levels of curiosity as they explore the environment and engage with the toys and resources. They show delight as they watch a Chinese lion puppet dance and signal to the childminder that they want her to move it more. The childminder points out the puppet's ears, nose, and eyes and mouths the words clearly. They respond by mimicking the sounds of the words. Babies enjoy making sounds with musical instruments. They smile and move their bodies to the beat of the drum as they play.

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

- The childminder does not successfully identify weaknesses in her knowledge and understanding of the requirements of the early years foundation stage. For example, she does not fully understand her responsibility to pass information on to children's social care if a child makes a disclosure that they are being harmed. She has not made the most of training opportunities, since the last inspection, to gain a full and clear understanding of safeguarding issues. As a result, she is not totally clear about her role in safeguarding children, or the role of other agencies. In addition, there are no clear ongoing plans to drive her professional development further. Consequently, the childminder cannot fully safeguard children and ensure positive outcomes in their personal development.
- The childminder demonstrates a good understanding of the learning and development requirements. She knows the children in her care well even though they started attending her setting very recently. She uses her accurate assessments of children's starting points to inform her intentions for children's learning. This helps her to support children's ongoing development at the earliest possible stage.
- Children are confident in expressing their needs and wishes from an early age. The childminder is highly sensitive to the cues of babies and responds readily. For example, when babies indicate that they have a preference for certain toys

and resources walk over and point to them. The childminder then makes sure that those resources are accessible to allow children to play and explore with activities of their choosing.

- The childminder supports babies' early speech development very well. She uses single words while pointing out the features of an interactive 'bunny rabbit'. She maintains eye contact and models language well. For example, she clearly says 'spinning' when she presses the button to make the rabbit spin. Babies are starting to learn early mathematical concepts, such as size, as the childminder points to the rabbit's ears and repeats 'big ears'. They respond by smiling, touching the rabbit's ears and mimicking the sounds. They are starting to try and express themselves using single words.
- Children benefit from a range of outings in the local area. The childminder takes them to local parks so that they can benefit from fresh air, exercise and learn about the world around them. The childminder supports children to understand people and communities outside of their immediate experiences. For example, she provides toys and resources which reflect her Chinese heritage. She also teaches them simple words in Mandarin.
- The childminder recognises the importance of establishing strong partnerships with parents from the start. She gathers detailed information from parents so that she can meet the needs of their children effectively. She uses information gathered from parents about their babies' routines at home to provide effective continuity of care. For example, she mirrors nap and mealtimes accordingly. This helps babies to feel secure in their new environment.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a secure understanding of how to keep children safe. She can clearly identify signs which could indicate a child is at risk of harm. However, she fails to recognise her responsibility to report those concerns without delay to children's social care so that other agencies can take steps to safeguard children. As a result, she cannot fully ensure the safety and well-being of children in her care. Nonetheless, she provides a safe and secure environment for children to play and learn in. The childminder has reacted appropriately to the COVID19 (coronavirus) pandemic and put appropriate measures in place to minimise the spread of infection.

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
--	-----------------

improve knowledge and understanding of safeguarding matters to ensure that any signs which could indicate a child is at risk of or being harmed are responded to appropriately	09/07/2021
review relevant statutory guidance, such as 'Working Together to Safeguard Children 2018' to ensure there is a clearer understanding of the role of childcare professionals, and child protection agencies in working together to keep children safe	09/07/2021
ensure that self-reflection accurately identifies weaknesses in knowledge and understanding of the requirements, and is used to inform further professional development.	09/07/2021

Setting details

Unique reference number	EY405055
Local authority	Surrey
Inspection number	10152508
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	1 to 1
Total number of places	5
Number of children on roll	1
Date of previous inspection	13 February 2020

Information about this early years setting

The childminder registered in 2010. She lives in Walton-On-Thames, Surrey.

Information about this inspection

Inspector

Carla Roberts

Inspection activities

- This was the first routine inspection since the COVID19 (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 childminder spoke to the inspector about how she organises her curriculum to meet the needs of the children attending and to support their ongoing learning and development.
- The inspector observed the childminder interacting with minded children to assess the quality of teaching and the impact this has on children's learning.
- Some documentation was reviewed by the inspector, including records of paediatric first-aid and safeguarding training.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021