

Childminder report

Inspection date: 13 August 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 applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are undermined because the childminder's knowledge of safeguarding is not secure. Although the childminder has improved her knowledge of local safeguarding procedures, she does not fully understand how to identify that a child is at risk of harm, or respond appropriately. This has a significant impact on children's safety and well-being.

Nonetheless, children are happy and settle quickly on arrival. They move freely between the play areas and independently choose the toys they want to play with. Children enjoy running in the garden and build positive relationships with each other. For example, they chase each other with pretend sea life creatures, imitating the noises they make. Children like playing with the childminder's cats and pretend they are a sleeping baby when they jump into the play pram. The childminder reminds them about being careful as they play with the cats. She is responsive to children's needs and offers lots of cuddles and reassurance.

Overall, children learn how to take turns. For instance, the childminder reminds them to wait for their turn to roll the dice during a board game. However, at times, children lose focus and wander off while they wait for their turn. Activities are not challenging for all children. There are limited resources available and children lose interest quickly, resulting in the play becoming a little disruptive. The childminder does not offer a wide range of opportunities to extend children's learning. Nonetheless, she encourages group games and tries to include all ages in the play, which helps children learn from each other.

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

- The childminder failed to notify Ofsted of a significant event that may have an impact on the suitability of herself or a household member. This is a breach in requirements and has a significant impact on the safety and welfare of children.
- The childminder's understanding of the early years foundation stage requirements is poor. Although she has made some improvements to address areas of weakness previously identified, action taken has been limited. For example, the childminder has now put in place required assessments to identify any gaps in children's development. However, she has not yet embedded this into practice and does not use assessments to help plan her curriculum. This has an impact on children's progress and those that may require additional support.
- The childminder knows how to identify children who may have special educational needs and/or disabilities. However, she is not familiar with where to seek appropriate support and is not aware of the sources of funding available to help her meet the needs of children. This has an impact on how well the childminder promotes equality and diversity in her practice. She identifies that

this is an area she needs to develop, to help her provide a fully inclusive environment.

- The childminder has recently employed an assistant to support her with the running of the provision. However, they are not clear on the responsibilities and boundaries of the role. Furthermore, parents have not been made aware of the assistant's role in the provision. This compromises the safety of children and does not ensure the needs of all children are fully known and met.
- Parents are happy with the care that is provided and some have returned to the childminder after periods of absence due to the COVID-19 (coronavirus) pandemic. They are aware of what their children are learning and how the childminder is promoting their development.
- The childminder follows children's interests and responds to their requests. For example, she joins in as they run after each other in the garden when they become tired of a board game. Although the children enjoy this game, it provides limited learning or challenge for older children.
- Children seek comfort and support from the childminder when they need it. They learn how to care for others. For example, the childminder supports children's role play when they pretend to feed the dolls. They practise holding the doll's head up and show affection when they do so.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder has improved her knowledge and understanding of the local safeguarding procedures and where to report concerns about a child's welfare. However, she is still not clear about how to identify signs of abuse in order to respond appropriately and in a timely manner. The childminder was unable to demonstrate that she understands how to respond to issues of concern in a child's life at home or elsewhere. She does not record the daily attendance of children accurately. This has an impact on how patterns of non-attendance are monitored to ensure children's safety. Risk assessments are not effective. The childminder does not have a clear understanding of how to minimise risks to children in her setting. This has an impact on children's safety.

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
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gain a secure knowledge of safeguarding in order to identify and respond appropriately to issues of concern in a child's life at home or elsewhere	13/09/2021
keep a daily record of the names of children attending and their hours of attendance	13/09/2021
ensure those working in and/or supporting the provision understand their role and responsibilities	13/09/2021
provide parents with information about any assistants working in and/or supporting the running of the provision	13/09/2021
secure knowledge in order to identify risk and manage this effectively.	13/09/2021

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

	Due date
use assessment effectively to check what children know and can do and to plan suitability challenging activities for all children.	13/09/2021

Setting details

Unique reference number	EY552638
Local authority	Surrey
Inspection number	10204520
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 6
Total number of places	5
Number of children on roll	0
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Redhill, Surrey. She provides care Monday to Friday, from 8am until 6pm, all year round. The childminder holds a relevant childcare qualification.

Information about this inspection

Inspector

Pippa Clark

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of their provision.
- The inspector sampled documentation such as certificates, policies and children's information.
- The childminder and the inspector took part in learning walk to find out what the childminder intends children to learn about.
- The inspector and the childminder took part in a joint observation to find out how the childminder evaluates her practice.
- The inspector spoke to children throughout the inspection and gained the views of parents.

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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