

Childminder report

Inspection date:

3 September 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

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 is compromised. The childminder has not followed the correct procedures with Ofsted to ensure the suitability of her assistant. She has failed to provide Ofsted with the relevant information about her assistant to enable appropriate suitability checks to be completed. Children's behaviour is not well managed. The childminders routine of her setting does not promote positive behaviour for children. For example, at story time and group times, young children are continually told to sit down. This causes disruption and limits learning opportunities. Furthermore, quieter children attempt to make conversations. These are overlooked by the childminder, and she misses several opportunities to support early communication. Children are bored and make their own amusement as they throw toys around the garden due to very little being available for them to do. Children's health and well-being are put at risk as they eat food dropped on the floor. Furthermore, they walk around eating food. Children show a lack of challenge. The childminder does not plan her curriculum well enough to support their individual learning and development needs. Although children are happy in the childminders care, their attitudes to learning are not promoted well enough. Parents share positive feedback regarding the care of their children and comment that they are happy with their children's care. The childminder keeps them informed each day of their child's well-being.

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

- The childminder's curriculum is poorly designed. Children do not benefit from a broad and balanced curriculum. Although the childminder completes regular assessments of children's learning, she does not take children's likes and dislikes into consideration or build on their previous experiences in her planning. Consequently, children take little interest or become distracted in activities, which are not planned effectively to ignite their curiosity. As such, younger children's behaviour is disruptive and impacts on others learning. For instance, children throw chalks when they become bored. Furthermore, young children are given laminate cards with pictures of teeth and a toothbrush, but are told not to put the toothbrush in their mouths several times. This gives children an unclear message of self-care. Children do not make the progress they should.
- The childminder and assistant often miss opportunities to support children's early communication skills. Their interactions with the children are inconsistent and they do not help children to sustain a conversation or challenge their thinking. Although children enjoy some songs within their care routine, books are not accessible as these are kept high on a shelf. This means that learning opportunities are reduced for the children. Children do not benefit from good-quality interaction to support their communication skills.
- Strategies to manage children's behaviour are not effective. The childminder and

assistant do not provide a safe environment in which children can learn about how to keep themselves safe. As a result, children continue to display unwanted behaviour that distracts them, and other children, from learning and puts themselves and others at risk of potential harm. For example, children run around in the kitchen and climb on the table, despite the childminder repeatedly asking them not to.

- Children are not consistently encouraged to understand the importance of healthy practices during mealtimes. For example, children stand and walk around the room eating their snack. This means that they face an increased risk of choking. Young children are not fastened in their high chairs. As such, they are at risk of injury should they fall. In a further example, children continually drop food on the floor and eat it. This does not help children learn how to keep themselves safe.
- Breaches in the statutory requirements have an impact on the quality of leadership and management. The childminder does not follow procedures to notify Ofsted about changes to her assistants. The childminder's evaluation of her setting is not precise enough. As a result, she does not fully recognise weaknesses and identify ways in which she can improve her skills, knowledge and the overall quality of provision.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in leadership and management mean that children's safety is not assured. However, the childminder completes training that refreshes and updates her knowledge of child protection matters. The childminder ensures her assistant has knowledge of safeguarding. The childminder and her assistant demonstrate an understanding of the actions they should take if they were concerned about a child's welfare. They regularly update their safeguarding knowledge, for example through training. The childminder is aware of the action to take in the event an allegation is made against herself or a family member.

What does the setting need to do to improve?

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

	Due date
ensure Ofsted is provided with information about new assistants to enable appropriate suitability checks to be carried out	30/09/2021

ensure risk assessments are used effectively to maintain hygiene and keep children safe, particularly when around times of eating to reduce the risk of choking	30/09/2021
improve curriculum planning to ensure children are provided with a range of stimulating experiences, supporting children's communication.	07/10/2021

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

- make better use of professional development and training to develop knowledge and skills, to improve the quality of education, behaviour of children and overall practice
- improve the use of self-evaluation to identify areas of weakness and take appropriate action to ensure all requirements are met.

Setting details

Unique reference number	EY561318
Local authority	Surrey
Inspection number	10191328
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 3
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in October 2018 and lives in Guildford, Surrey. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant who holds an early years qualification at level 2.

Information about this inspection

Inspector

Kelly Lane

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 provider and has taken that into account in their evaluation of the childminder.
- The inspector completed a tour of the childminder's home. The intended learning opportunities available for children were also discussed.
- The inspector undertook a joint observation with the childminder and observed activities.
- Relevant documents were reviewed by the inspector, including qualifications and suitability of persons living in the household.
- The inspector spoke to two parents and their comments were taken into consideration.

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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