

Childminder report

Inspection date:

27 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

Good

What is it like to attend this early years setting?

The provision is inadequate

The childminder lacks a secure understanding of the Statutory framework for the early years foundation stage, (EYFS). There is no clear purpose to some of the activities she and her assistant provide and they fail to target children's developmental needs. They do not risk assess the outdoor play area well enough. For instance, equipment such as, swings and climbing apparatus are not pegged to the ground, leaving potential hazards accessible to the children. In addition, handwashing procedures do not prevent the risk of cross infection. For example, children are encouraged to use the same hand towel to dry their hands.

The childminder and her assistant are kind, caring and nurturing. This supports children's emotional development effectively. However, the ineffective planning for the curriculum provides less opportunity for all children to be successful in their learning across all areas of the curriculum. Saying that, children enjoy working together during their play. They help each other to look for cars to put through the tunnel and cut pretend bread in the play kitchen. Babies negotiate the shopping trolley with confidence, while older children become familiar with holding a pencil. This helps to support children's physical development.

Children eat healthy meals and snacks. They enjoy freshly cooked food throughout the day, including fresh fruit and vegetables. This promotes good oral health. During mealtimes, children talk about the food that is good for them. Children develop their independence at mealtimes. They feed themselves, hand out the cutlery and put their plates into the wash-bowl when finished. This helps children to learn some of the skills they will need when they go to school.

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

- The childminder has failed to update her and her assistant's knowledge and understanding of the Statutory framework for the early years foundation stage curriculum. This includes the procedures relating to child protection, the records that must be maintained, their understanding of the intent for the curriculum and how to implement this effectively.
- The curriculum is poorly planned and activities lack purpose. Therefore, the childminder is unclear as to what she wants children to learn from those experiences. This means the activities are less successful for some children, because they do not target their individual learning needs. The childminder does not consistently utilise the daily routine to support children's learning. For example, during hygiene routines, she does not provide an explanation to help children understand the importance of hand washing.
- The organisation of story time is not effective. The childminder does not consider weaknesses in how the assistant asks children questions, the time he

gives them to respond and if they can see the pictures. Children lack opportunities to extend their vocabulary. For example, they add pretend tools to their game, while making different structures with the soft play blocks. The childminder and her assistant fail to identify the opportunity to help children learn the names of the tools. Instead, they focus on asking all children the colours of the blocks. The childminder and her assistant speak to the children about what they are doing. This helps younger children to understand the meaning of words.

- Parents report they are very well informed about their child throughout the day. The provider keeps them updated about their child's care, including their sleep and eating patterns, and their play. However, the childminder does not share how the early years curriculum is delivered and where parents can get further information. Parents report they like the homely feel, that their child is happy to go to the setting each day and they can see how their child has really flourished since starting.
- The childminder and her assistant promote children's good behaviour. They praise them when they do well and this encourages children to behave well and be kind to one another. Older children help their younger friends, for example taking off their welly boots when coming in from the garden. However, the lack of challenge within the curriculum does not fully engage all children. This prevents them from gaining a positive attitude to learning.
- Children receive support to develop their personal, social and emotional skills. However, breaches to the safeguarding requirements impact on children's safety. Saying that, children form good relationships with both their carers. Children demonstrate they feel relaxed and happy in the care of the childminder and her assistant and they explore their surroundings with confidence.

Safeguarding

The arrangements for safeguarding are not effective.

Breaches to the safeguarding requirements compromise children's safety. Both the childminder and her assistant have completed child protection training. Although they are able recognise a child may be at risk of harm, neither of them are clear on the procedures to follow if there is a concern about a child or an allegation is made against an adult in the household. Risk assessments for the outdoor area, including the equipment children use, is weak. The perimeter of the garden has gaps in the hedging, making it less secure. Some of the equipment such as the swing and the activity centre, is not secure in the ground. The childminder is unaware of the dangers for young children when using the trampoline. This puts them 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 an effective risk assessment to ensure the premises are secure and children are protected and kept safe	08/10/2021
improve knowledge and understanding of child protection procedures to follow in the event of having a concern about a child or an adult that lives or works on the premises	08/10/2021
update professional development opportunities for all adults working with the children to help drive improvement to the quality of the learning and development experiences provided for children	01/11/2021
plan and provide a curriculum that is coherently planned and sequenced, targeting the skills children need to learn that are appropriate for their individual stage of development	01/11/2021
improve the arrangements for children of different ages to enable them to listen to stories and sing songs, to support their communication and language skills	01/11/2021
create a rich language environment and provide new vocabulary for children and create opportunities for them to use and embed the new words they learn during their play	01/11/2021
maintain a daily record of the names of the children being cared for on the premises, their hours of attendance and the name of their key person	08/10/2021
provide information for parents to explain how the EYFS is delivered and how parents and carers can support their child's learning at home.	01/11/2021

Setting details

Unique reference number	EY498505
Local authority	Surrey
Inspection number	10209326
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 9
Total number of places	12
Number of children on roll	11
Date of previous inspection	4 May 2018

Information about this early years setting

The childminder registered in 2015 and lives in Epsom. She works with an assistant. The childminder works Monday to Friday throughout the year between 7.30am and 6.30pm. The childminder is in receipt of funding for children aged three- and four-years old.

Information about this inspection

Inspector

Maria Conroy

Inspection activities

- This was the first routine inspection of 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.
- We carried out this inspection as a result of a risk assessment, following information received about the provider.
- The inspector held a discussion with the childminder following one of the activities to assess her understanding of the curriculum.
- 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 from the childminder and her assistant.
- The inspector held discussions with the childminder and her assistant to assess how they plan and provide for the early years curriculum.
- The inspector sampled a range of documentation, including paediatric first-aid certificate and public liability insurance.
- The inspector spoke to the parents to gain their views on the quality of the setting.

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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