

Childminder report

Inspection date:

9 December 2021

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not demonstrate secure knowledge and understanding in how to uphold the requirements to safeguard children and maintain their welfare. This does not adequately meet children's needs. For instance, children are left in the care of another household member who is not registered as an assistant. At times, children's health and hygiene are not managed well. The childminder does not appropriately assist children with minor ailments to prevent the spread of infection. Furthermore, children do not consistently receive opportunities to learn how to wash their hands properly. This has a considerable impact on children's welfare and safety. Despite this, children settle quickly on arrival and are confident to seek out resources that capture their interests. They persist in concentrating when playing with their self-chosen toys. Children behave well and have a warm and engaging relationship with the childminder. She responds quickly and offers support and attention to the children in her care.

The childminder does not have clear intentions of what she wants each child to learn, based on what they already know. Therefore, children are not offered broad and balanced learning experiences. However, the childminder does provide opportunities for children to develop their language skills. They delight in participating in stories and songs. These are brought to life with a variety of props and actions which engage children to join in.

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

- The childminder does not have secure knowledge and understanding of wider safeguarding issues to recognise when a child may be at risk. This does not provide assurance that she can fully meet her responsibilities in always keeping children safe.
- The childminder recognises that children need support with hygiene and care routines. However, at times, children's health and well-being is compromised. The childminder allows children who are unwell to attend the setting, despite informing families not to attend until children's health improves. Furthermore, the childminder uses the same tissue wipes to clean children's noses and eyes. This does not minimise the spread of infection and effectively maintain children's well-being.
- The childminder's risk assessments are ineffective. She does not identify all hazards or take steps to prevent and minimise risks exposed to children. For example, antibacterial spray is stored on top of children's toy units and accessible to young children. This compromises children's safety.
- The childminder does not maintain registers of attendance. Therefore, there is no monitoring of when children are present, which in turn does not contribute towards safeguarding practice.

- The childminder recognises and focuses on the importance of developing children's language skills. She uses a variety of different experiences, including storytelling, action songs and modelling language. Children receive rich literacy and language opportunities. However, the childminder has not considered what she wants to teach children across all areas of the curriculum. Therefore, children have narrow experiences that do not expose them to full and varied opportunities. This does not help children make connections in their learning so they can make progress to fulfil their highest potential.
- Play areas set up for children do not provide enough challenge to help them make progress ready for what comes next. For example, the garden area has not been considered to support children's learning. There are no stimulating experiences to encourage children to explore or discover outdoors. The childminder has a good understanding of the benefits of children playing outside and the learning that can be attributed to this. However, children tend to play indoors, with the garden cabin doors shut. Therefore, children are not getting a full range of experiences.
- Despite there being a lack of stimulating opportunities, children behave well. They show curiosity and enthusiasm to find out how things work. For example, children try out ways to make a 'wind-up toy snake' activate. With a little assistance from the childminder, children persist in practising, using the mechanism of the toy to make it work. Children are thrilled when they can wind up the snake themselves and achieve in making the toy snake spin and recoil. This motivates children to have another go and keep trying when learning a new skill.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a sound knowledge and understanding of safeguarding matters. She is not sufficiently clear about current issues that can expose children to harm. The childminder knows to report concerns including allegations, but she fails to recognise the importance of doing so immediately. This does not provide adequate protection in helping children to stay safe. The childminder does not demonstrate a secure understanding of risk assessment. There are weaknesses in identifying hazards where she delivers childcare. Furthermore, the childminder does not give due consideration to ensure that children are always within sight and/or hearing so they are consistently supervised.

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
develop knowledge and understanding of safeguarding issues so you can identify indicators of abuse and respond swiftly so that children receive timely help to protect them from harm	31/12/2021
obtain up-to-date knowledge and understanding of child protection legislation, and government initiatives to keep children, and their families safe, including the 'Prevent' duty guidance	31/12/2021
ensure children are within sight and/or hearing so they are always supervised effectively	31/12/2021
ensure arrangements are in place to promote and prioritise the good health of children and take steps to minimise cross-infection	31/12/2021
take steps to improve risk assessment arrangements so that hazards are eradicated or minimised so that children are not exposed to unnecessary risks to keep children safe	31/12/2021
maintain attendance registers that record children's hours of attendance, including times of arrival and departure.	31/12/2021

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
plan and implement a broad and balanced curriculum that precisely meets the individual learning needs of the children who attend.	31/12/2021

Setting details

Unique reference number	EY405055
Local authority	Surrey
Inspection number	10205133
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	17 June 2021

Information about this early years setting

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

Information about this inspection

Inspector

Sherrie Nyss

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and inspector completed a learning walk to establish the priorities for the curriculum.
- The inspector spoke to parents to share their views. The inspector took account of all feedback received.
- The inspector observed the provider engaging with children and observed the quality of teaching during activities and routines to assess the impact this has on children's learning.
- The inspector tracked two children to establish what it is like for them at the setting and completed a joint observation with the childminder.
- A review of relevant documentation was sampled by the inspector.

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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