

Childminder report

Inspection date:

7 September 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

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 does not have a secure knowledge of safeguarding. This compromises the safety and welfare of the children she cares for. Nonetheless, children settle in quickly and are happy in the care of the nurturing childminder. Children demonstrate this by confidently exploring the environment, selecting the resources they would like to play with. Children love to look through books. They take one at a time from the book rack and turn the pages carefully while looking at the pictures. Children practise their physical skills as they move around the garden. They balance on wooden beams and climb on and off bikes. This helps them develop their gross-motor skills.

The childminder gives plenty of praise to the children. She talks to them in an encouraging and supportive way. This helps to build their confidence and self-esteem. At times, children struggle to manage their feelings which leads to unexpected behaviour. However, the childminder intervenes quickly to redirect the behaviour, and she makes it clear to children what she expects. The childminder plans her curriculum around what individual children need to learn next. This helps children to make good progress in their learning and development.

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

- Safeguarding practice is weak. The childminder is unable to identify what may indicate that a child is at risk of harm. For example, she is not familiar with signs that may demonstrate a child is involved in county lines. The childminder also has a poor knowledge of the steps to follow to make a safeguarding referral. She has not kept up to date with local safeguarding procedures. This has an impact on the safety and well-being of the children in her care.
- The childminder ensures that children benefit from trips and outings in the local community. For instance, she takes children to local toddler groups to provide them with further opportunities for socialisation. The childminder follows children's requests to go outside in the garden. However, opportunities for younger children to freely explore and learn in the garden are limited. For example, they are not able to easily access the toys and resources. The childminder is aware of this and has plans to further develop her garden area.
- The childminder forms professional relationships with parents. She shares information regularly with parents to include them in their children's development. The childminder implements a robust transition process, working alongside the families. This leads to children settling quickly and feeling safe and secure.
- The childminder effectively monitors the progress of the children that attend and uses this information to structure her curriculum. For example, due to the age of the children attending, she is currently focusing on supporting children's

communication and language. She provides a language-rich environment with high-quality interactions.

- The childminder works alongside a network of other childminders in the local area. They communicate regularly and share ideas. However, the childminder has not identified professional development opportunities that would enable her to refine the planning and implementation of activities. This would help to enhance the quality of teaching further and provide children with more opportunities to learn and gain new knowledge.
- The childminder supports children to say please and thank you and to develop good manners. She acts as a good role model to children and is calm and gentle. She helps children to learn what is expected of them by reinforcing rules and boundaries. The childminder teaches children the language of emotion and encourages children to be friendly to each other. For example, she says, 'let's see how we can make our friend feel happy.'
- The childminder promotes good hygiene practices, such as handwashing, before mealtimes. She provides healthy, nutritious meals and snacks. The childminder has planned her indoor environment so that children can self-select the resources they would like to play with. This helps children to become independent and gives them the chance to choose their learning experiences when playing inside.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a good enough understanding of how to safeguard children from potential abuse. She has completed safeguarding training. However, this has not provided her with sufficient knowledge of safeguarding issues and how to raise concerns. She has a written safeguarding policy. However, this is not kept up to date, and it contains inaccurate information. The childminder is unable to demonstrate an understanding of the 'Prevent' duty. Her lack of safeguarding knowledge compromises children's safety and well-being. Nonetheless, the childminder checks her home thoroughly each day and supervises children effectively, to help them stay safe while they play.

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
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take action to ensure that safeguarding knowledge is up to date in order to be able to identify, understand and respond appropriately to possible signs of abuse and neglect	30/09/2022
ensure that procedures to safeguard children are in line with guidance set out by local safeguarding partners and clear procedures are in place and understood, including the action to be taken when there are safeguarding concerns about a child.	30/09/2022

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

- increase opportunities for younger children to explore, investigate and access appropriate resources outside to further support their development
- develop a more focused plan for professional development to strengthen the quality of activity planning and implementation and help all children make the best possible progress.

Setting details

Unique reference number	EY454908
Local authority	Surrey
Inspection number	10228748
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 8
Total number of places	4
Number of children on roll	5
Date of previous inspection	26 October 2016

Information about this early years setting

The childminder registered in 2012. She lives in Reigate, Surrey. The childminder has a childcare qualification at level 3. She cares for children between 7.30am and 5.30pm, each weekday, all year round.

Information about this inspection

Inspector
Jade Orosz

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector discussed safeguarding with the childminder to gain an understanding of her knowledge.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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