

# Childminder report

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Inspection date: 21 June 2022

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<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Met

## What is it like to attend this early years setting?

### The provision is inadequate

The provision offers very few organised activities and the day is not planned well enough to consider the individual needs and interests of children. The curriculum is poor because the childminder and her assistant do not fully understand the full range of skills children need to learn, in order to progress across all the areas of learning and development. For example, the importance of rich vocabulary and language development, especially in a young, post-pandemic generation is absent.

Children mostly play independently but have limited resources to extend their own learning. For example, the toys are kept out of reach of children in the hall behind a stairgate and the children are only given a few resources at a time to share. Children wander around without meaningful adult interaction or challenge within the provision. Often, the childminder works without her registered assistant who does not have the required training to support the childminder effectively. This puts the children at risk and fails to prepare them for their next stage in life.

Furthermore, the childminder's space is not organised in a way that meets the requirements of caring for young children. For example, there are no appropriate arrangements in place for tired babies to sleep. These weaknesses restrict children's independence, development and welfare.

Children appear settled and comfortable in the childminder's home. They have secure relationships with the childminder and her assistant. Children play together cooperatively most of the time and the childminder has suitable expectations of the children's behaviour. She offers the children regular praise and encouragement, and this helps boost children's confidence. The childminder knows the children well and can explain what skills they need to learn generally. However, the curriculum is not well designed and any learning is incidental.

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

- While the setting provides children with a loving environment within which to spend time, the setting falls short of the requirements outlined in the 'Statutory framework for the early years foundation stage' (EYFS). As a result, children do not progress as rapidly as they should.
- The childminder has developed good communication with the parents and provides them with daily information about the children. Parents speak highly of her care and children's willingness to attend the setting. However, planning is weak. The childminder does not consider the individual needs, interests and stages of development of each child in her care. Furthermore, the childminder has no structure in place to assess children's progress regularly, other than speaking with parents.

- Children have a suitable outdoor area to play in and the setting has a focus on giving opportunities to children to interact with each other and learn from each other. They go out to local playgrounds, play areas and meet other childminders regularly. Opportunities within the provision are limited though and when children are not able to go out, there is little in place to meet their individual needs inside. For example, children do not have access to resources to engage in child-led activities, as these are placed outside the main playroom and there is little routine to the day which limits their learning.
- The childminder is quick to settle and comfort children. This helps children to develop emotional security and settle in. However, the childminder's assistant does not have appropriate knowledge of the EYFS. Deployment is ineffective as the childminder is often trying to manage up to five young children without the assistant. This hinders meaningful, consistent teaching and affects children's learning and safety, as the provision does not meet their individual needs.
- Leadership and management is weak. For example, the childminder lacks knowledge of current safeguarding issues and has not considered it important to make sure her assistant understands safeguarding signs and symptoms and how to report protocols. The assistant relies entirely on the childminder for direction and information which puts children at risk, especially when the assistant is left unsupervised with children.
- Children do not follow adequate handwashing routines before meals. Additionally, they eat their snacks while playing or sitting in front of the television and miss out on engaging mealtimes and important rest times, due to a lack of appropriate arrangements. This impacts on children's welfare and attitudes to learning.
- While the childminder is aware of the statutory checks required for children at various stages, the two year progress checks are not organised and children's attendance information is not securely recorded. This can cause unnecessary delays in identifying concerns with children's progress and also with safeguarding. The childminder does not have an up-to-date knowledge of new frameworks within which early years providers need to operate and this impacts on the quality of her provision.

## Safeguarding

The arrangements for safeguarding are not effective.

There are gaps in safeguarding knowledge and training. The childminder has recently attended safeguarding training and understands the signs that would indicate a child is being abused. She is not however, able to explain the signs which would indicate that a child is being exposed to radical and extreme ideas, or to acts of terrorism. While the childminder knows what process to follow in the event of a safeguarding concern, she has failed to ensure her assistant knows these protocols and this puts children at risk.

## 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:**

	<b>Due date</b>
develop knowledge and understanding of how to safeguard children robustly, especially the 'Prevent' duty framework	21/09/2022
ensure that assistants are competent to carry out their role, including understanding the EYFS and having a secure understanding of safeguarding policies and procedures; the assistant also needs a full paediatric first-aid qualification for when he is left alone with children	21/09/2022
plan challenging experiences for children, based on their individual needs and interests across all areas of learning and evaluate the impact of teaching on any progress children make	21/09/2022
organise the provision more effectively, in order to meet the needs of young children, especially with regard to sleeping arrangements	31/07/2022
have, and follow, a written child protection policy to safeguard children from abuse or neglect	31/07/2022
train any assistants on child safeguarding policy and procedures.	31/07/2022

## Setting details

<b>Unique reference number</b>	EY374249
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10120351
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	14 October 2015

## Information about this early years setting

The childminder registered in 2008. She lives in Brentford in the London Borough of Hounslow. The childminder works flexible hours to meet the needs of the parents. The childminder lives with her husband who is her registered assistant.

## Information about this inspection

### Inspector

Sana Foss-Smith

### 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 childminder and has taken that into account in their evaluation of the childminder.
- The inspector spoke with the childminder about the leadership and management of her provision.
- 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 observed the interactions between the childminder, her assistant and children.
- The inspector carried out a joint observation of a puzzle activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the provision.

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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