

Childminder report

Inspection date:

7 December 2022

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

Children's welfare is not appropriately promoted. Required records are not kept up to date to monitor for any ongoing concerns and attendance. The childminder does not carry out suitability checks for people living in the premises that children play in. She has not notified Ofsted of additional people aged 16 years and over in the household, to enable the required checks to be completed. The childminder does not have an up-to-date knowledge of requirements and legislation relevant to her role. Consequently, this has resulted in breaches to the requirements of the 'Statutory framework of the early years foundation stage'.

Children's learning and the effectiveness of the childminder's practice is not evaluated effectively. Children are not consistently challenged, especially through adult-led activities. The childminder does not adapt these activities to promote each child's individual progress to help move them on to the next stage in their development. Children's interests and preferences in play are recognised but are not successfully encouraged by the childminder and her assistant to help children progress.

Children receive hugs and cuddles to help reassure them when they are feeling unsettled. However, children do not consistently receive the positive, effective interaction and engagement they need to encourage their confidence, curiosity and intrigue to want to know more. Children have opportunities to develop self-help skills, such as putting on shoes and coats, to support their independence.

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

- The childminder and her assistant do not successfully provide challenges through play to support children's individual learning. For example, children of different levels of ability are expected to follow the same instructions during dough play. The childminder and her assistant know the children well and recognise their current achievements. They are able to plan for the next stages in children's development but do not successfully implement activities. As a result, their progress is not consistently promoted.
- Children develop confidence to explore their play environment. They are, in the main, happy, busy and content. Some children show anxiety and search out reassurance from the childminder and the assistant. They have close bonds with the childminder and assistant, who give loving cuddles and hugs to these children. However, children with less confidence sometimes lack the reassuring interaction and engagement to help develop a positive attitude towards learning and robust self-esteem.
- Although the childminder has not kept her skills and knowledge up to date, she does reflect on some aspects of her practice to make improvements. For

example, she has successfully made changes to the environment to provide children with challenges for their physical development.

- The childminder does not keep required records to promote children's ongoing welfare. She does not accurately record children's attendance to show exactly what children she has in her care at any given time. She does not record children's accidents and existing injuries to monitor for any ongoing concerns.
- Children chatter and babble in their play. However, the childminder does not consistently provide babies with enough encouragement to practise their developing skills. The childminder and her assistant commentate as children play but do not give children time to absorb information or to respond to questions. This does not fully support children to think critically or give them time to absorb information and answer questions in their own time.
- Parents make positive comments about the care and development of their children with the childminder. They feel reassured that their children's ongoing development is supported. The childminder provides parents with information as to how to support children's learning at home in readiness for school. For example, she encourages parents to allow children to get themselves dressed and put their shoes on themselves.
- The childminder works in partnership with other settings that children attend. She shares information about children's achievements and any identified gaps in their learning, and they work together to close these gaps.
- Children's physical development is promoted well. Those children who are just walking are given clear space to explore and extend their movements. Children explore space outside to experiment, with mud kitchens and open spaces provided to run and gain fresh air. The childminder provides physical challenges for children indoors by bringing the climbing cube into the lounge. Children learn about safety. They listen to instructions about sliding on their bottoms and watching for others at the bottom of the slide.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a thorough understanding of procedures to follow to promote children's welfare. She knows the signs and symptoms of abuse and who to report these to. She does not know the procedures to follow if an allegation is made against herself, someone working with her, or a person living in her household. She does not ensure that her assistant has current knowledge of what to do if she needs to inform agencies of allegations against the childminder. The childminder has not notified Ofsted of persons living on the premises. She has not completed suitability checks for people in her household. The childminder identifies and addresses risks in her home effectively. However, she does not keep required documentation and records to promote children's and staff welfare.

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
improve knowledge of teaching to provide an individual approach to children's learning, to support each child's next stage in their development and their positive attitude towards learning	28/12/2022
improve knowledge of safeguarding procedures and make sure assistants have an up-to-date knowledge of what to do if an allegation is made against anyone in the household	14/12/2022
improve the knowledge of regulations and requirements and ensure assistants are given the latest information about changes in regulation, particularly towards children's learning and safeguarding	28/12/2022
ensure suitability checks are carried out for all persons over the age of 16 years of age living on the premises and that Ofsted is notified of such people	14/12/2022
ensure the attendance of all children cared for is recorded accurately	14/12/2022
record children's accidents accurately to help monitor for ongoing concerns.	14/12/2022

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

- enhance children's speech and language to help support younger children's response through babbles and allow older children time to listen and absorb questions to give them the confidence to reply in their own time.

Setting details

Unique reference number	EY370014
Local authority	Surrey
Inspection number	10262882
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	8
Date of previous inspection	6 April 2017

Information about this early years setting

The childminder registered in 2008. She lives in Merstham, Surrey. The childminder has a childcare qualification at level 3. She provides care for children between 7.45am and 5.30pm, on Wednesday and Thursday. The childminder works with an assistant, who is her mother.

Information about this inspection

Inspector
Claire Parnell

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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