

Childminder report

Inspection date: 8 March 2023

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is inadequate

The childminder fails to meet a number of statutory requirements. She does not demonstrate a clear understanding of her responsibility to protect children from harm or abuse. This includes a lack of knowledge about the potential signs and symptoms that a child may be at risk of extremist views and behaviours. The childminder is not familiar with methods for reporting concerns about a child's welfare to the relevant agencies or procedures to follow should there be an allegation made against her. This means that children's safety and wellbeing is compromised.

Nevertheless, the childminder is kind and gentle and children form warm bonds with her. She meets children's care needs adequately, such as cleaning runny noses and providing a home cooked, well-balanced lunch. Children have a selection of resources to play with, but the childminder does not build effectively on their previous learning or offer a well-planned, challenging curriculum. Children behave appropriately but lack the opportunity to develop positive attitudes to learning as activities are not interesting and exciting. Children do not make the progress they are capable of.

Children mostly play independently and like to stay close to the childminder. They keep themselves occupied and show they are comfortable and content. For example, toddlers babble to themselves as they master the back and forth movements on a seesaw. They remain at this activity for an extended length of time.

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

- The childminder's evaluation of her provision is weak. She has not sustained the quality since her last inspection. She has failed to consider and complete professional development opportunities, including mandatory training, to help improve the quality of care and education she currently provides. For example, she does not attend child protection training to keep her knowledge up to date. In addition, she has failed to maintain valid paediatric first-aid training. This means that children's safety and well-being are not assured.
- The childminder's curriculum is poorly designed and not suitably challenging. She does not demonstrate a sufficient understanding of how young children learn and develop. For instance, the childminder expects younger children to practise saying words that are too difficult to pronounce for their age and stage of development.
- The childminder's lack of understanding of what children already know and can do means that opportunities to build on their learning are not precisely identified and implemented. Her planning does not address children's individual needs or

next steps to help them learn at a good pace. In addition, the childminder is unaware of the statutory requirement to complete the progress check for children aged between two and three years. This does not ensure that any gaps in learning are identified at an early stage.

- Children take part in some adult-led activities. However, the childminder is unsure about the learning intent of these activities. Consequently, interactions between the childminder and children often lack purpose, direction and challenge. For example, in a lotto game, the individual cards are sorted by the childminder and given to children to match pictures on base board. Children name some of the pictures, such as a snail. They match all cards with ease from the start, but their learning is not extended by the childminder.
- Children are inquisitive and like to explore. However, the opportunities to experiment independently are often interrupted as the childminder shows children what to do when they encounter a problem. For example, children roll cars and balls down ramps with different levels. They roll a ball that is too big to flow onto the lower ramp and need to consider other options. However, children do not get an opportunity to think for themselves as the childminder quickly shows them how to fix the problem.
- Children's physical skills are appropriately developed for their age. For instance, when they play in the childminder's garden, they balance and bounce on the trampoline with growing control. Children's fine motor skills are also improving, such as when they carefully peel stickers and place them on objects.
- Children's social skills are suitably developed as they regularly visit the local toddler groups with the childminder. During these outings, they experience playing with other children and meeting new people. This helps them to make friendships.
- Parents are happy with the care the childminder provides. They state that their children go into her home happily. Parents receive daily verbal feedback about their children's day, including what they have eaten and nappy changes.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder has a poor understanding of child protection. She fails to demonstrate an understanding of her role and responsibilities as the designated safeguarding lead. The childminder does not have a safeguarding policy in place. She is unaware of the safeguarding procedures, such as contacting the local safeguarding partnership to report any concerns. She has not attended safeguarding training and does not possess an up-to-date paediatric first-aid certificate. This means children's safety and welfare is compromised. The childminder is able to identify some possible indicators of abuse. Despite this, she lacks knowledge of safeguarding issues such as the 'Prevent' duty. The childminder ensures that the premises are secure at all times.

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
ensure effective policies and procedures to safeguard children are in place, in line with the guidance of the local safeguarding partners, so that concerns about children or adults working with them are acted on swiftly	23/03/2023
complete an appropriate child protection course and gain knowledge and understanding of how to recognise and respond appropriately to possible signs of abuse and neglect, including the risks from radicalisation and extremist views	23/03/2023
maintain a current paediatric first aid certificate at all times.	23/03/2023

To meet the requirements of the early years foundation stage, the provider must:

	Due date
gain knowledge and understanding of progress checks for children aged between two and three years and implement them effectively	14/04/2023
undertake training and appropriate professional development opportunities to improve the quality of teaching and ensure children benefit from high quality learning that helps them continually progress	21/04/2023
develop an ambitious curriculum that builds on what children already know and can do and offers enjoyable experiences that motivate and challenge them.	21/04/2023

Setting details

Unique reference number	121518
Local authority	Surrey
Inspection number	10276374
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	2 to 7
Total number of places	6
Number of children on roll	2
Date of previous inspection	13 July 2017

Information about this early years setting

The childminder registered in 1993 and lives in Horley, Surrey. She operates Monday to Friday, from 8am to 5pm, all year round. The childminder also offers a before- and after-school service.

Information about this inspection

Inspector

Sonia Panchal

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 this has been taken into account in their evaluation of the childminder.
- The childminder discussed what she wants children to learn with the inspector.
- The inspector carried out a joint observation of an activity with the childminder and together they evaluated the impact on children's learning.
- The inspector observed interactions between the childminder and children.
- The childminder provided some relevant documentation, which was reviewed by the inspector.
- Parents' views were taken into account 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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