

Childminder report

Inspection date: 6 March 2023

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
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 has not made the significant improvements needed since her last inspection. Although she has undertaken some training, she does not have a sufficiently secure or up-to-date knowledge of safeguarding issues to ensure children's well-being. Furthermore, there are weaknesses in the arrangements to promote children's learning. The curriculum is unclear and limited. The childminder is not always able to identify areas of learning that planned activities offer. As a result, children's learning is not always promoted, and they do not continuously make good progress in all areas.

Children behave appropriately and respond to the childminder's instructions. The children form good bonds with the childminder, who encourages them to use kind hands. However, activities are not always engaging and children's concentration and engagement in activities is often fleeting. Experiences lack challenge and do not always take into account the different ways children learn. This limits the experiences children have access to.

Despite this, children enjoy spending time outdoors, where their physical development is promoted through various opportunities. Children enjoy climbing, whizzing down slides and playing with bats and balls. They are prompted to think about keeping themselves safe. The childminder reminds children to bounce on the trampoline away from fenced edges so if they fall, they do not hurt themselves.

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

- There is no clear focus or intention for the curriculum. The childminder plans around 'weekly topics' for children but does not consider how her support can develop their future learning. She does not reflect on how she can adapt a curriculum to suit children's different ages and abilities. Although children enjoy the activities for short periods of time, they do not help to stimulate children or challenge them to learn new skills.
- The childminder shows some awareness of how to promote children's communication and language. She uses single words, and repetitive language to promote younger children's language development. However, the childminder does not support children with special educational needs and/or disabilities (SEND) well enough to help them make progress and close any gaps. For instance, although she discusses her concerns with parents, she does not follow this up to ensure relevant referrals have been made, such as for speech and language therapy. This does not effectively promote children's progress, especially those with SEND.
- Children enjoy healthy meals provided by the childminder and she adequately supervises them to ensure they are safe when eating. Children learn about

specific hygiene routines, such as washing their hands with soap before mealtimes and after using the toilet. The childminder role models good practices and talks to the children about why they wash their hands.

- Children have some opportunities to be independent, for example self-selecting their own toys. However, the childminder does not encourage the older children to gain independence in managing their daily care routines, such as dressing themselves to go in the garden or managing tasks at mealtimes.
- Since the last inspection, some improvements have been made to assessments of children's development. For example, required progress checks are now completed for children aged two years and shared with parents. Despite this, the childminder does not share enough precise and detailed information with parents about their children's learning and ongoing development. Therefore, parents are not fully aware of their child's next steps. This affects how well they can support their child's learning at home.
- Parents speak fondly of the childminder and like the 'home-from-home' approach. They report their children are happy and enjoy their time with the childminder.
- Children form positive relationships with the childminder, who is respectful of their care needs. She builds children's self-esteem well, for example, she praises them for their achievements. This helps to build their confidence.
- Although the childminder has attended some further training, she has not identified opportunities to improve her knowledge to enhance her day-to-day practice. Furthermore, despite beginning to reflect on her practice, she does not routinely identify strengths and priorities for her future development. This means that she has not yet made changes necessary to ensure requirements are met. This compromises children's care, learning and well-being.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder has a poor understanding of child protection and safeguarding. She is not aware of how to contact local safeguarding partners if she is concerned about a child. The childminder does not have up-to-date knowledge of safeguarding contexts such as, female genital mutilation, toxic trio and county lines. In turn, she is not able to recognise potential signs that a child may be at risk from harm should these contexts arise. In addition to this, she is not aware of the role of the local authority designated officer. This means that the childminder does not know what to do in the event of an allegation against herself or a household member. The childminder has not ensured her child protection knowledge has improved since her last inspection. However, she is able to identify potential risks in the environment and ensures that these are minimised. Children are well supervised, including at mealtimes.

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
implement a child protection policy and procedure which includes the actions to take when there are safeguarding concerns about a child, and in the event of allegation being made against anyone living or working on the premises	28/03/2023
improve knowledge and understanding of the signs that might indicate children are at risk of harm, including wider safeguarding matters, in line with the local safeguarding partners guidance and procedures	28/03/2023
take action to ensure arrangements are put in place to consistently support all children with SEND and are in line with special educational needs code of practice	28/03/2023
ensure relevant information is shared with parents and any other relevant professionals so that children's individual needs are met.	28/03/2023

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

	Due date
plan and deliver an ambitious curriculum that builds on children's existing knowledge, skills and capabilities and engages them fully in their learning, including children with SEND	31/03/2023
improve knowledge and understanding of how children learn and develop to ensure practice is adjusted to meet individual children learning needs	31/03/2023

offer more opportunities for the older children to try things for themselves, to gain independence skills	31/03/2023
provide more information to parents to ensure they are aware of their children's next steps in learning and how to support their children's learning at home	31/03/2023
undertake appropriate professional development to ensure that strengths and priorities for development is identified and the quality of the provision continually improves.	31/03/2023

Setting details

Unique reference number	114263
Local authority	West Sussex
Inspection number	10259166
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	3 to 12
Total number of places	6
Number of children on roll	6
Date of previous inspection	22 September 2022

Information about this early years setting

The childminder registered in 1999 and lives in Crawley, West Sussex. She operates her service all day, Monday to Friday, all year round.

Information about this inspection

Inspector
Natalie Moir

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The childminder and 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 and assessed the impact that this was having on children's learning.
- The childminder and inspector carried out a joint observation during a planned activity.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the provision 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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