

Childminder report

Inspection date: 20 October 2022

Overall effectiveness	Inadequate
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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

The childminder does not have sufficient knowledge of the 'Statutory framework for the early years foundation stage'. Risk assessments are not robust or managed effectively to ensure children's safety. The childminder does not assess whether the risk of entry into her home is secure. As a result, children's safety and welfare are compromised. The childminder does not always monitor young children appropriately. Throughout the inspection, children frequently become bored and playfully crawl and hide in empty storage spaces. Children's behaviour is also not well supported by the childminder. The childminder does not fully understand how to manage children's behaviour effectively. At times, the childminder uses her hands impatiently to move children away from their play when she feels they are not behaving appropriately. This has a negative impact on children's confidence.

The childminder does not ensure that her assistant has a thorough understanding of safeguarding, to ensure children's safety and welfare. The assistant is not aware of the possible signs and symptoms of abuse or what to do should he have concerns about the welfare of a child. He does not know the action to take in the event of an allegation being made. On occasion, the childminder leaves her assistant in sole charge of the children. The childminder's assistant also has the responsibility of taking older children to and from school. Furthermore, the childminder's assistant's understanding and use of English are insufficient to ensure the well-being of the children in his care.

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

- Children have fun when they make pizza dough. The childminder talks to children during this activity, and they repeat the names of the ingredients they are using, such as flour, water and oil. Children followed the childminder's instructions and enjoyed using their sensory skills as they mixed the ingredients using their hands. However, the childminder does not provide sufficient challenges for older children during activities. This is due to her not consistently planning for children's individual learning needs, and this does not help them to make the best possible progress in their learning.
- The childminder provides a range of interesting toys and resources, which children access and enjoy. She plays alongside children and talks to them during, for instance, their child-initiated small-world play and when role playing at being doctors. However, children often become bored and disinterested and move from one activity to the next. This is because the childminder does not provide the children with the appropriate and timely level of interaction or securely challenge their learning.
- Children have access to outdoor play. For example, children talk about going to the allotment with the childminder and visit the lakes where they observe how

things float on the water.

- The childminder encourages children to develop an understanding of keeping healthy. During snack, she encourages children to talk about the fruit they like and how it is good for them. Children also benefit from freshly cooked healthy meals that the childminder's assistant prepares. Children develop some independence skills. For example, they help to tidy up and wash their hands after messy play and before handling food.
- The childminder completes the two-year-old progress check where she identifies children's next steps in their development. However, she does not consistently plan effectively for children's individual learning needs.
- Weaknesses in the quality of teaching and learning mean that children do not make good progress from their starting points. This means that children are not attaining all the skills required in preparation for their next stage of learning.
- The childminder works well in partnership with other professionals and parents. She maintains good links with the schools that older children attend. Parents comment that the childminder supports their children's routines well. They speak highly of the childminder. However, the childminder has a poor understanding of her responsibility to evaluate her own and that of her assistant's practice, to identify areas for further development.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder has an adequate understanding of child protection procedures, gained through attending training. However, she does not always ensure that children are safe in her care. She does not monitor effectively what younger children are doing or provide them with the correct level of interaction. The childminder's assistant does not have a secure understanding of all aspects of safeguarding. He does not have a secure knowledge of when or to whom to report concerns about children's welfare. Furthermore, the childminder fails to identify security risks and manage hazards in her home.

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
ensure all assistants have a thorough understanding of the safeguarding policies and procedures so they can fulfil their roles and responsibilities to keep children safe from harm	26/01/2023

implement effective arrangements for risk assessing the premises before children arrive and when children are present	26/01/2023
implement effective measures for managing children's behaviour in a positive manner	26/01/2023
provide children with challenging and motivating activities that also focus on their individual needs and abilities	26/01/2023
ensure that adults working with children have sufficient understanding of the English language in order to ensure the well-being of children.	26/01/2023

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

- develop self-evaluation to identify all areas of weakness, breaches of requirements and areas to improve more effectively.

Setting details

Unique reference number	EY248621
Local authority	Redbridge
Inspection number	10234693
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 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	21 November 2016

Information about this early years setting

The childminder registered in 2003. She lives in Hainault, in the London Borough of Redbridge. The childminder holds a childcare qualification at level 3 and works with one assistant. The childminder works Monday to Friday, including before and after school, all year round.

Information about this inspection

Inspector

Rubina Nijabat

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 this into account in their evaluation of the setting.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder.
- The inspector observed the quality of interactions between the childminder and the children present.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- Parents shared their views about the quality of care and education the childminder provides for their children.

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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