

Childminder report

Inspection date: 6 June 2023

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

There are weaknesses in the childminder's ability to assess risks and effectively supervise children. This impacts negatively on children's ability to manage their own behaviour and develop an understanding of how to keep themselves safe. This results in the childminder not noticing when children open the zip on the trampoline enclosure while others are using it. Therefore, this does not adequately protect children from preventable accidents.

Despite this, children receive some support with their emotional development. This enables them to settle well and develop bonds with the childminder. They go to the childminder when they want cuddles and she responds affectionately towards them. Children listen when the childminder reads stories and this supports them to develop their communication and language skills.

Children make some progress in learning independence skills. They attempt to put on their own shoes and socks, and they begin to take care of their own self-care needs. However, the childminder does not fully support children to enhance these skills. On occasion, she does not encourage children to develop the practical and self-care skills they need in order to prepare them for when they start school.

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

- The childminder does not ensure that the premises are safe for children to access. Although she takes some steps to remove broken resources out of children's way, children are exposed to other risks, such as loose plastic bags and upright planks of wood. Therefore, the childminder does not identify or effectively manage potential hazards within the learning environment.
- The childminder does not effectively supervise children. This does not support children to manage their own behaviour and identify potential hazards. For instance, children use the trampoline unsupervised, which enables them to unzip the safety net when other children are using it. Therefore, this does not help them to gain an understanding of their personal safety and the impact their behaviour has on others.
- The childminder does not consistently teach children to develop a positive attitude to learning. However, children do enjoy the activities that she provides. The childminder assesses children's progress and uses this to plan for their learning. For instance, she identifies when children need support to develop their mathematical knowledge, and she introduces these concepts during their play. She talks about them moving in circles and encourages children to count different objects. This supports children to develop an understanding of shapes and counting.
- Children have regular opportunities to develop their large motor skills. For

example, the childminder assists toddlers when they want to climb the play equipment and use the slide. When children crowd around the equipment, the childminder encourages them to wait their turn. This supports children to tolerate delay.

- The childminder helps children to learn about the world around them. For instance, the childminder asks parents to show children how to write their names in Chinese characters and eat with chopsticks. This teaches children about other cultures and supports them to respect differences between themselves and others.
- The childminder seeks children's views on things that impact on their learning. For instance, she asks for their thoughts and ideas on the layout of their play spaces. This gives children a voice, which helps them feel valued and included.
- Parents speak highly of the childminder and say their children love their time with her. Parents appreciate the different experiences the childminder provides for their children. For instance, children try different foods and this helps them to gain an understanding of how to keep themselves healthy.
- The childminder works cooperatively with parents and other settings. This complements her own assessment of children's progress, and promotes the sharing of ideas to assist children with their ongoing learning. For instance, the childminder discusses strategies with them to encourage children with their potty training. This provides children with consistent support in their development.

Safeguarding

The arrangements for safeguarding are not effective.

Risk assessments are not robust enough to assure children's safety. However, the childminder has good knowledge of child protection issues. She demonstrates a good understanding of how to manage allegations against herself and she recognises the signs and symptoms of abuse. The childminder knows the procedures to follow to escalate concerns to the appropriate safeguarding agencies. This helps to protect children from abuse.

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
implement effective behaviour management strategies so that children understand what is expected of them and develop an understanding of the impact of their conduct on others	23/06/2023

implement effective risk assessments to identify and remove or minimise hazards, to promote children's safety and personal development	23/06/2023
review and improve the arrangements to teach children about how to identify potential risks in order to promote their personal safety	23/06/2023
ensure that children are adequately supervised at all times to minimise the risk of harm.	23/06/2023

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

- support children to develop their independence skills in order to fully prepare them for when they start school.

Setting details

Unique reference number	EY540819
Local authority	Surrey
Inspection number	10294120
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 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	23 January 2018

Information about this early years setting

The childminder registered in 2016 and lives in Epsom, Surrey. The childminder holds an appropriate early years qualification at level 3. She operates Monday to Wednesday, from 8am to 6pm, all year round, except for family holidays.

Information about this inspection

Inspector
Hayley Kiely

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.
- We carried out this inspection as a result of a risk assessment, following a notification from the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder completed a learning walk with the inspector and discussed the early years curriculum.

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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