

Childminder report

Inspection date: 11 October 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

Good

What is it like to attend this early years setting?

The provision is inadequate

The childminder has a poor understanding of the requirements of her registration. There are several breaches to requirements of the early years foundation stage. These breaches have a significant impact on children's safety and well-being.

The childminder does not have a secure knowledge of how to protect children in the event of a safeguarding concern. Additionally, she does not carry out effective risk assessments of her environment and daily routines in order to keep children safe. This does not ensure that children feel safe and secure.

The childminder's expectations of what children can do and need to learn next are not ambitious enough to meet the individual needs of children in her care. The childminder does not provide a curriculum that builds on what children already know and what they need to learn next. For example, children take part in a planned group activity with the childminder. However, the childminder does not plan the activities well enough to support children's individual learning and development needs. Therefore, younger children quickly lose interest and display poor levels of engagement.

Despite this, the childminder has built warm relationships with children and parents. For example, children seek reassurance from the childminder and cuddle up to her when they want to be comforted. This helps children to build secure bonds with the childminder.

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

- The childminder has not assessed risks effectively and does not demonstrate a sufficient knowledge of how to create a safe environment. For example, during mealtimes, the childminder does not supervise children consistently or recognise choking hazards. Her lack of understanding of possible risks compromises children's safety.
- Although the childminder has some knowledge of possible signs that a child may be at risk of harm, she does not have a secure understanding of the procedures involved. Furthermore, the childminder does not demonstrate an understanding of a broad range of safeguarding issues, such as radicalisation and female genital mutilation. Her lack of knowledge of possible concerns and the procedures to follow does not ensure children's safety and well-being.
- The curriculum is inadequate. The childminder is not able to thoroughly explain how she monitors children's progress and how she plans activities to support individual children in her care. The childminder lacks the knowledge and understanding of how to extend children's knowledge and how to sequence her curriculum appropriately to children's age and stage of development. Children do

not make the best possible progress and are not well prepared for their future learning and the move on to school.

- Children have warm bonds with the childminder and laugh with her during play activities. They independently explore the environment, playing with toys and resources that the childminder provides. For example, children play with technical toys and explore what will happen when they press buttons. However, younger children lose interest very quickly and move from one activity to another as they are not stimulating and engaging enough. The childminder does not plan activities effectively to meet children's individual needs.
- The childminder has not been able to demonstrate that she carries out the progress check for children aged between two and three years, as required. This has an impact on her ability to support children and to monitor their ongoing progress in their learning and development.
- Although the childminder reminds children to share and to use their 'kind hands', she does not recognise triggers for children's poor behaviour. This results in the environment becoming disorderly and children becoming fractious. This means that effective learning does not always take place.
- Children demonstrate some understanding of the daily routine, such as sitting and waiting for their snacks. However, the childminder has not securely embedded routines for children's personal hygiene, such as handwashing before mealtimes and supporting children to learn to wipe their nose. This does not teach children the importance of stopping the spread of germs and keeping themselves and the environment safe and healthy.
- The childminder has established good relationships with parents. They say that their children are happy to attend the childminder's provision. Parents welcome the childminder's daily updates and speak fondly of her. The childminder works with parents to support some aspects of children's learning, such as when children are ready to be toilet trained.
- The childminder understands that children need fresh air and physical exercise. She takes them on outings to local parks, playgrounds and places that they are interested in, such as the local transport museum. Furthermore, the childminder meets up with other local childminders who have children of similar ages. This helps children to learn about the local community and supports their physical development effectively.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a secure knowledge and understanding of safeguarding and child protection. She has undertaken recent online safeguarding training. However, she still has a weak understanding of some safeguarding issues and does not know how to recognise and report concerns. She also has not fully developed her risk assessment procedures to assist her in identifying all hazards.

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 risk assessment procedures, with particular regard to supervision around mealtimes and understanding of choking risks, to promote children's safety and well-being	03/11/2023
develop a secure knowledge of safeguarding, including how to recognise and respond to a broad range of child protection concerns	03/11/2023
plan and implement a curriculum that is ambitious and organised to meet the individual needs of children and promote their learning effectively	30/11/2023
improve knowledge of how to assess children's development and what they know and can do, in order to plan activities that help them reach the next stage in their learning and development	30/11/2023
implement robust arrangements for carrying out the required progress check for children aged between two and three years	30/11/2023
develop a knowledge and understanding of how to manage children's behaviour in an age-appropriate and consistent way	30/11/2023
put in place effective hygiene routines, including teaching children the importance of simple practices that help to prevent the spread of germs.	30/11/2023

Setting details

Unique reference number	EY229840
Local authority	Surrey
Inspection number	10304969
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	7
Date of previous inspection	7 February 2018

Information about this early years setting

The childminder registered in 2002 and lives in Egham, Surrey. She operates all year round from 8am to 4.40pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Katharina Hill

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 setting.
- The inspector observed the implementation of the curriculum during activities indoors and assessed the impact on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder and they discussed their findings.
- The inspector spoke to children to find out about their time at the setting.
- The childminder provided the inspector with a sample of key documentation, including records of paediatric first-aid training and registers.
- The inspector considered the views of parents provided on the day of the inspection.

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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