

# Childminder report

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Inspection date:

30 November 2023

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is inadequate

The childminder's safeguarding knowledge is weak, and her understanding of the early years foundation stage (EYFS) requirements compromises children's safety.

The childminder does not plan experiences to challenge and enthuse children to learn. Experiences are limited and do not always match children's abilities. This means opportunities do not meet children's individual learning needs to help them make the best possible progress of which they are capable. For example, the childminder asks children to choose one activity at a time from the conservatory, which is currently out of use. Older children play with pop-up toys and activity tables that are designed for much younger children. Children are not well prepared for the next stages in their learning and for their eventual move on to school.

The childminder does not use her interactions well to promote children's keenness, engagement and to help to develop their self-esteem. On occasion, the childminder uses words of encouragement while children attempt tasks. However, this is inconsistent because, on occasion, the childminder's interactions are negative towards the children. Consequently, children's confidence to 'have a go' and to focus on their learning and emotional well-being is not supported to the highest level.

Despite these weaknesses, children behave well and are happy overall. They share toys and enjoy the company of one another. They listen to instructions and follow routines, such as during mealtimes and when they tidy away toys.

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

- The childminder has not accessed safeguarding training to help to keep her safeguarding knowledge and skills current. She is not aware of when a child is at possible risk of harm, or of the correct external agencies with which to raise her concerns. For example, she is unaware of the local safeguarding children's partnership.
- The childminder is unable to sufficiently identify, understand and respond to a child who may be exposed to extreme views and risk of harm. Furthermore, she does not have a safeguarding policy to inform her safeguarding practice.
- The childminder does not record information about a child to meet the EYFS requirements, such as children's date of birth, address and emergency contact details. This is a breach of requirements.
- Hygiene practices are poor and do not promote children's good health. The childminder does not follow appropriate hygiene practices. She does not wash her hands, such as before preparing children's snacks and meals. The childminder does not wash her hands after changing children's nappies, and she

never encourages children to wash their hands, such as before mealtimes and after using the toilet. Poor hygiene practices have a negative impact on children's health and well-being.

- Children who speak English as an additional language (EAL) do not have the opportunity to celebrate the languages or cultures they see, hear and speak at home. The childminder does not recognise the importance of promoting children's sense of self and uniqueness. Children's personal development is compromised.
- The childminder fails to identify children who may have gaps in their learning and development, such as communication and language development. This means children do not receive the specialist support they require in a timely manner to help them to make the best possible progress.
- Children do not benefit from a well-designed education programme, and their attitudes to learning are limited. Furthermore, the childminder does not consistently help to develop children's resilience to setbacks. However, very occasionally, children show their enjoyment as they initiate their own learning, such as when they build a tower out of construction blocks and eagerly find pretend 'hotdogs' for the inspector. Older children pretend to use a toy phone and say 'Hello, daddy, I love you'.
- The childminder focuses children's learning mainly on numbers, colours and shapes. Her interactions are limited. For example, the childminder repeats simple questions, such as 'what colour?', 'what number?' and 'what shape?', alongside children's play. However, very occasionally, the childminder supports children's communication and language skills. For example, she encourages children to name objects and act out their home experiences.
- Partnership working is ineffective. The childminder has a weak understanding of the importance of gathering key information from parents when children first start, to ensure a consistent approach and promote their welfare. The childminder has limited knowledge of external agencies and professionals to help to promote children's care and education. This negatively impacts on children's safety, learning and development.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a clear understanding of how to keep children safe. She does not know who to contact if she has a safeguarding concern or how to raise her concerns to the correct agencies. The childminder keeps up to date with some mandatory training, such as paediatric first aid, to respond to emergencies quickly. The childminder completes daily checks to ensure the premises used for the purpose of childminding are safe and secure for children.

## 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
access safeguarding training, including how to identify when a child is at risk of harm, and ensure that a procedure for safeguarding is in place to meet the childcare register requirements	08/01/2024
ensure that the correct information for children is recorded to meet requirements	08/01/2024
ensure good hygiene practices are promoted at all times	08/01/2024
put arrangements in place to support children who speak EAL and to promote their home experience, ensuring they have opportunities to use their home language to celebrate their uniqueness	08/01/2024
implement a broad and varied curriculum that reflects children's individual learning needs, to help all children make the progress of which they are capable	08/12/2023
ensure that gaps in children's learning and development are quickly identified so that they receive targeted support to help prepare them for the next stages in their learning and their eventual move on to school	08/01/2024
ensure partnership with parents is effective, and improve understanding of working in partnership with other professionals and external agencies.	08/01/2024

## Setting details

<b>Unique reference number</b>	124306
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10307973
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	28 March 2018

## Information about this early years setting

The childminder registered in 1999. She lives in the London Borough of Croydon. She operates all year round, from 8am to 6pm, Monday to Friday. The childminder holds an early years qualification at level 3. The childminder provides early funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jane Morgan

### 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 childminder.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her EYFS curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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