

Childminder report

Inspection date:

18 December 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 compromises the safety and well-being of children in her care. Children do not receive the quality of education that they deserve. The childminder does not have a secure understanding of how to provide a sequenced, ambitious curriculum that builds on what children know and can do. Despite this, children are settled and form bonds with the childminder. They show affection for her and approach her for cuddles with confidence and ease. The childminder tells children not to put toys in their mouths and to be careful as they move around resources on the floor. This helps them to be aware of how to keep themselves safe.

Children use a toy fishing rod to attempt to hook a toy car on to the end. However, they quickly lose the motivation to keep on trying because the childminder does not make this fun or interesting. Children show that they quickly become bored as they climb on furniture. The childminder does not provide children with clear messages about what is right and wrong. Children express an interest in books. They enjoy turning the pages and moving the flaps to reveal different characters.

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

- The childminder has a poor understanding of the early years foundation stage legal requirements, and a negative attitude towards making improvement. She does not have appropriate knowledge to safeguard children and has failed to renew her first-aid qualification for a significant number of years. The childminder does not know how to respond to children in the event of them requiring emergency treatment. This endangers the well-being of children and their welfare is significantly compromised.
- The childminder fails to keep a daily record of children's hours of attendance. Therefore, she is unable to accurately identify any pattern of absences that pose a potential risk in relation to the safeguarding of children.
- The childminder lacks commitment in her professional development. She has not completed any training since her previous inspection, except for a very recent safeguarding course. This has a negative impact on remaining up to date with current practice and awareness of guidance to help monitor any gaps in children's development.
- The childminder does not know how to, or understand her responsibility to, complete the progress check for children between the ages of two and three years. This means that she is unable to target any necessary support and early intervention to help them to make progress.
- The childminder does not have written safeguarding or complaints policies in place to meet the requirements of the Childcare Register. She does not share information with parents about the procedure to follow in the event they wish to make a complaint. She has an out-of-date Ofsted poster on her noticeboard, but

this is obscured by other information. In addition, the childminder does not share information about her safeguarding procedures with parents. This indicates a lack of transparency and does not inform parents how the childminder proposes to safeguard children.

- The childminder does not support children to follow good hygiene routines. For example, she does not encourage children to wash their hands prior to eating. This does not support children's good health.
- The childminder does not use the information she knows about children's individual needs, interests and stage of development to plan and deliver a broad and challenging curriculum. While the childminder shows some suitable knowledge of children's needs and interests, she provides them with a very limited range of experiences and resources that give them enough challenge. For example, children's emerging vocabulary and their current interest in puzzles and making animal sounds is not effectively supported. There is only one suitable animal puzzle and some books available to promote this. The childminder occasionally models some animal sounds. However, she provides children with little challenge to build on their vocabulary as they talk into a toy phone.
- Children express an interest in what they see outdoors in the childminder's garden through the window. They bang on the window, and the childminder tells them to stop doing this. She does not identify or respond to children's signals that indicate their immediate interest. This limits children's exploration and learning across different areas and their needs are not met.
- Children do not benefit from positive and meaningful interactions from the childminder. For example, the childminder tends to supervise children and rarely gets down to children's level to play with them. This does not support children to have a sense of belonging and promote their learning. Children frequently approach the childminder and visitors with things that they have found, such as a sticky price label, and are fascinated how it sticks to their own and the visitor's hand.
- Parents say that they welcome the regular verbal updates about what their children have been doing when they collect them from the childminder.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder has poor knowledge of how to safeguard children. This does not ensure children's safety and welfare. Despite the childminder recently completing safeguarding training she does not recognise the signs and symptoms that may indicate a child is at risk of neglect or abuse and the correct action to take. In addition, the childminder does not have a suitable knowledge of the 'Prevent' duty to identify and protect children at risk of being radicalised or exposed to extreme views. She does not understand the procedure to follow, or who to contact, should she receive an allegation against herself. The childminder takes appropriate measures to prevent unauthorised individuals from entering her home.

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
demonstrate how a valid paediatric first-aid qualification will be completed and maintained	10/01/2024
gain a secure knowledge of the procedures to be followed in the event of an allegation being made against an adult working with children	10/01/2024
improve understanding about how to respond appropriately to signs of possible abuse and neglect	10/01/2024
improve knowledge of the government statutory guidance for the 'Prevent duty for England and Wales'	10/01/2024
ensure that a daily record of children's hours of attendance is maintained	10/01/2024
ensure that effective handwashing and hygiene routines are in place to reduce the risk of cross-contamination and promote the good health of children	10/01/2024
share information with parents about policies and procedures, particularly relating to safeguarding children and complaints.	10/01/2024

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
gain appropriate skills and knowledge to improve the quality of provision for children	22/01/2024

improve understanding of how to complete the progress check for children aged between two and three years	22/01/2024
use information about children's individual learning needs, interests and development to plan a challenging and broad curriculum for each child	22/01/2024
improve the quality of practice to support children's learning through positive and meaningful interactions.	22/01/2024
ensure a written statement of procedures is in place to be followed for the protection of children	15/01/2024
ensure a written statement of procedures is in place to be followed in relation to complaints	15/01/2024
provide copies of written policies to parents.	15/01/2024

Setting details

Unique reference number	124057
Local authority	Hertfordshire
Inspection number	10305547
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 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	26 February 2018

Information about this early years setting

The childminder registered in 1993 and lives in Cheshunt. She operates from 8am until 4.30pm, Monday to Friday, during term time only.

Information about this inspection

Inspector
Lorraine Pike

Inspection activities

- This was the first routine inspection the setting 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 her evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The inspector spoke to children during the inspection. She took account of the views of parents through written feedback provided.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023