

Childminder report

Inspection date:

7 November 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

Children's safety and welfare cannot be assured in this childminding setting. The childminder is in breach of ratio requirements and cares for more children than allowed. In addition, the childminder has a poor understanding of recruitment and induction procedures for new assistants. Furthermore, she lacks a clear awareness of risk assessing her home thoroughly to ensure the environment is safe for children.

The childminder does not have a sufficiently secure understanding of how to plan her curriculum to support each child's stage of development. Children come to the childminder or assistants for cuddles and reassurance. However, young children often wander around the room and are disinterested; they try to climb and pull at toys out of reach and risk these toys falling on top of themselves. Children's behaviour is not managed effectively. The childminder and assistants do not recognise children's developmental needs. They respond negatively, telling the young children they are being naughty for climbing, rather than providing interesting and age-appropriate play resources to engage them. This impacts children's confidence and is not promoting positive attitudes to learning.

Children's home languages are valued. The childminder and assistants offer an appropriate balance of speaking in English as well as children's home language, although this is more for giving instructions to the children. The childminder and assistants communicate but over rely on asking children questions, such as what colour or shape a toy is. Children respond with one-word answers, and therefore do not practise forming full sentences to communicate.

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

- The childminder allows assistants who have not had all suitability checks completed to have unsupervised access with children. Furthermore, there is a poor induction programme for new assistants, and as a result, they are not aware of the expectations for their role. For example, they do not have a good enough understanding of safeguarding and behaviour management procedures.
- Although the childminder completes some online training this has not helped her with her understanding of the early years foundation stage (EYFS) requirements. She is unaware of ratio requirements and is caring for more children than allowed. She has not looked thoroughly at the recommendation raised at the last inspection. This has resulted in a decline of her practice.
- The childminder does not maintain all required documentation, she does not keep an up to date and accurate record of children's attendance. This does not ensure children's safety in the event of an emergency situation.
- The childminder lacks awareness of ensuring her home is completely safe. Some

toys and car seats are stacked on top of each other in an unsafe way and therefore could fall down onto children playing. This does not protect children from harm.

- The childminder lacks understanding of the importance of a key-person system. As a result, assessment of children's progress is poor. The childminder is unclear about where children are at in their development, and therefore, are not able to plan the curriculum effectively. The childminder has not completed the two-year-progress check on some children, as required. This does not ensure their development is being tracked and any gaps in the learning are quickly identified.
- The childminder does not ensure a purposeful learning environment is planned to capture children's interest and make them eager to explore. Although she has a full range of toys and resources, these are not made accessible for children to make choices about their play. Instead, children are provided with a small amount of toys at a time, they have to share the toys and then they are tidied away. For example, a group of children were given building bricks to play with and left to play alone. However, they needed adult intervention to support their learning to progress.
- The childminder lacks awareness of how to promote children's independence. The childminder and assistants feed children who are capable of feeding themselves. The assistants wash children's faces using water on their hands and rubbing over the child's face. This does not allow children to learn about how to keep themselves clean and poses a risk of cross-contamination with poor hygiene methods. Furthermore, children are not provided with water to drink throughout the morning and only offered water after their lunch. This does not ensure children stay hydrated.
- Books are available, but these are not used enough to encourage children to develop a love of books. Children enjoy circle time and join in with some songs, however, for the majority of the time, children are quiet and not supported enough to develop communication skills to the fullest. Children enjoy playing outside in the garden and develop their physical skills as they climb, slide and swing on the climbing frame.
- Parents report they are happy with the care and education the childminder provides. The childminder is well known in the community and families have chosen the childminder through recommendation. However, the childminder does not inform parents effectively enough about the EYFS and that their children learn through play. As a result, some parents expect the childminder to teach mathematical concepts which are beyond their expectations for their ages. This does not support children's confidence and self-esteem, and help with transitions to school.

Safeguarding

The arrangements for safeguarding are not effective.

Due to the childminder's poor understanding of EYFS requirements, children's overall safety and welfare are at risk. The childminder lacks knowledge of the Prevent duty and, therefore, this could pose a risk to children's welfare. She does

have a suitable understanding of other types of abuse and knows the procedures to follow if she was concerned about a child's welfare. She understands the procedures to follow if an allegation was made against her or a family member. However, the childminder has not ensured her assistants understand the safeguarding policy and procedures so they know what action to take if concerned about children's welfare and safety.

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 that any assistants who have not yet completed suitability checks do not have unsupervised contact with children	05/12/2023
ensure that ratio requirements are maintained	05/12/2023
ensure that all assistants receive induction training to help them understand their roles and responsibilities, including their safeguarding responsibilities	05/12/2023
improve your knowledge of safeguarding issues, including the 'Prevent' duty	05/12/2023
ensure a daily record of the names of children being cared for is accurately maintained	05/12/2023
improve knowledge of how to manage children's behaviour in an appropriate way	05/12/2023
ensure that fresh drinking water is available and accessible to children at all times	05/12/2023
improve the risk assessment to ensure it takes into account the safe storage of toys so they do not pose a hazard to children	05/12/2023

improve ways of ensuring parents receive information about how the EYFS is being delivered in the setting, the range and type of activities and experiences provided for the children and how parents can share learning at home	05/12/2023
implement effective hygiene practices that promote the good health of children to minimise or stop the spread of infection	05/12/2023
ensure all staff undertake further training opportunities to increase knowledge of child development and the EYFS requirements, so that children are provided with high-quality learning experiences across the seven areas of learning	05/12/2023
plan and provide a suitably challenging curriculum, which identifies the individual needs and interests of all children and focuses on the most relevant steps for children's development	05/12/2023
provide parents with a written summary of their child's progress at the age of two years.	05/12/2023

Setting details

Unique reference number	147743
Local authority	Harrow
Inspection number	10315798
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 9
Total number of places	6
Number of children on roll	17
Date of previous inspection	15 March 2019

Information about this early years setting

The childminder registered in 1994. She lives in the London Borough of Harrow. She cares for children all day, Monday to Friday, throughout the year, except for bank holidays or family holidays. The childminder works with assistants.

Information about this inspection

Inspector

Jenny Devine

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The childminder, completed a learning discussion with the inspector and talked through how the curriculum supports children's learning. A discussion was also held regarding observations of the childminder's practice.
- The inspector viewed the areas of the home and garden that the childminder uses.
- The inspector looked at children's records and other required documentation.
- Parents shared comments verbally and through questionnaires that the childminder gives to parents.

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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