

Childminder report

Inspection date	1 March 2019
Previous inspection date	3 September 2018

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The childminder does not have a secure knowledge of the requirements of the 'Statutory framework for the early years foundation stage'. The childminder is not providing good-quality care and learning to support children's development.
- The childminder allows children to be cared for by an individual whose suitability to work with children has not yet been confirmed. As a result, the childminder does not ensure that children are kept safe.
- At times, the childminder cares for too many children in the early years age group. She does not maintain an accurate register of children's attendance in order to ensure their safety, for example in the event of an emergency evacuation. This places children at risk of harm.
- The childminder does not ensure that her assistant is deployed effectively so that the needs of all children are met. The childminder does not monitor the performance of her assistant in order to improve the quality of teaching. The childminder does not reflect on her practice by seeking and acting on the views of parents to improve her childminding service.
- The childminder does not have an accurate picture of the progress children are making. Children do not make enough progress from their starting points. The childminder does not always provide activities that are specifically targeted to meet children's individual learning needs. This means she does not offer sufficient opportunities for children to have the best possible learning experience.

It has the following strengths

- The childminder and her assistant provide children with effective opportunities to develop their communication and language skills. For example, children who speak English as an additional language learn new words when singing and dancing to nursery rhymes.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
gain sufficient knowledge of the early years foundation stage statutory requirements to support children's welfare and learning needs	04/04/2019
ensure that individuals whose suitability has not been checked do not have unsupervised contact with children being cared for	04/04/2019
ensure that adult-to-child ratio requirements are adhered to at all times	04/04/2019
ensure staff are deployed effectively so that children's needs are met	04/04/2019
monitor the performance of those working with children in order to improve the quality of teaching	04/04/2019
ensure that children's hours of attendance are recorded accurately	04/04/2019
ensure effective communication with parents when sharing information about how the setting could be improved.	04/04/2019

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

	Due date
ensure challenging and enjoyable activities are planned for children that take account of their individual needs, interests and stage of development	04/04/2019
complete regular observations and assessments of children's learning.	04/04/2019

Inspection activities

- The inspector held discussions with the childminder and her assistant throughout the inspection.
- The inspector looked at a range of relevant documentation, including children's attendance registers, learning and development records, and the safeguarding policy and procedure.
- The inspector viewed all areas used to care for children.
- The inspector accompanied the childminder and children on a walk to a local park.

Inspector
Caroline Clarke

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. Although the childminder and her assistant are well qualified, they have a poor understanding of what they need to do in order to comply with the statutory requirements. The childminder has not undertaken any training or professional development in order to support her knowledge in this area and therefore cannot guide the performance of her assistant effectively. The childminder has allowed an assistant to work alone with minded children, knowing that their suitability to work with children is not certain. While the assistant is alone with children, the childminder is not supervising children appropriately to ensure their safety and well-being. The childminder does not record children's attendance. This means she cannot confirm the exact times she is responsible for children. The childminder does not take account of the views of parents to improve the service she provides for them.

Quality of teaching, learning and assessment requires improvement

The childminder and her assistant do not evaluate children's learning and development regularly enough. This means they cannot demonstrate the precise progress children are making or identify and take steps to close any specific gaps in their learning. While the childminder and her assistant do provide children with activities that they enjoy taking part in, these are not planned to target children's specific next steps in learning. However, the childminder and her assistant know the children well, and they are able to discuss what the children like to do. They follow children's learning interests and talk to them about different professions. While on a walk, the childminder talks to the window cleaner about his job. During this conversation, the childminder introduces some mathematical vocabulary to children to describe measurements of the window cleaner's equipment.

Personal development, behaviour and welfare are inadequate

The breaches in the safeguarding and welfare requirements have a significant impact on children's safety and well-being. Additionally, the childminder does not consider the deployment of her assistant during daily activities. As a result, children become disruptive and bored as they wait for the childminder and assistant to finish changing one child's nappy before going on a walk. That said, the childminder does help children to consider how to keep themselves safe. For example, while on a walk in the countryside, the childminder talks to children about the red signs warning them about some deep water ahead. She explains to children that the red signs mean they need to take care. The children show the childminder when they find other warning signs and what they think these mean. This means that the childminder does teach children about some aspects of personal safety effectively.

Outcomes for children require improvement

Not all children make progress typical for their age. The childminder does not know children's stage of development precisely enough. This means that she does not provide activities and experiences that support children to develop all the required skills for the next stage in their learning. However, children's physical skills are well developed. For example, at lunchtime, children prepare their own sandwiches and spread butter onto

bread. Children demonstrate some of the skills necessary for their next stage of learning. For example, older children are independent and can put on their own shoes and coats.

Setting details

Unique reference number	220762
Local authority	Northamptonshire
Inspection number	10080640
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	3 September 2018

The childminder registered in 1993 and lives in Kettering, Northamptonshire. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant.

This inspection was carried out by Ofsted 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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