

Childminder report

Inspection date: 9 August 2022

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children do not have their individual needs met because the childminder is working out of the required adult-to-child ratios. Adults do not supervise children well and put children at potential risk of harm. Younger children watch older children and join in alongside their play. For example, they enjoy dancing and doing the actions to familiar songs, such as the Hokey Pokey and laugh as they turn themselves around. Children new to the setting do not receive sufficient attention to help them settle, or feel safe and secure. They are quiet and subdued while they watch other children play. Children do not consistently benefit from positive and purposeful interaction or make the progress of which they are capable.

Older children play happily with their friends. They are respectful to each other as they play. They share and take turns and help younger children. Children learn about healthy eating. For example, they went to the supermarket and selected some fruit and paid for it at the till. During mealtimes, children sit politely at the table. They serve their meal from a serving bowl and when finished put their plates in a bucket ready for the childminder to wash up. Older children manage their personal needs well. For example, they use the toilet, flush, wash and dry their hands. Children enjoy playing outside but adults do not support them well to manage risks. Children are not guided to use equipment safely, such as climbing the slide or using a scooter because adults are busy responding to other children's personal needs.

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

- The childminder cares for too many children under the age of five. Even considering exceptions to the usual ratios, such as her own baby and children who attend school full time, the childminder has taken on more children. She does not have sufficient assistants to help her to look after children. Therefore, there is a significant impact on children's safety, care, and learning and development.
- The childminder does not effectively assess risk for children. She does not consider the organisation of the daily activities for potential risks to children. For example, at lunchtime, children use the kitchen sink to wash their hands. They enter the kitchen from the garden and walk past the hob, which has a boiling pan of water on the front ring, in reach of children. The childminder is not directly supervising children in the kitchen and the assistant is behind the children entering the kitchen. Children are at significant risk of potential harm.
- The childminder does not deploy herself or assistant to ensure they safely supervise children. While a group of older children play on the climbing frame, a younger child joins them but gets their leg stuck attempting to climb the ladder. The quick thinking of older children alert adults preventing an accident. In

addition, while children enjoy a water activity, a child needs to use the toilet. Children are left unattended at the water; a child falls forward into the water unnoticed, but managed to stand up without help averting a significant incident.

- The childminder does not focus on what the children know now and what they need to learn next. She does not use her curriculum thinking to sequence children's learning appropriately, particularly for the funded children. For example, rather than immerse children in vocabulary and conversations, the childminder is using inappropriate American teaching resources to teach children phonics and sign language. In addition, children do not receive challenge during their play to extend their learning.
- Overall, children behave well. Sometimes their behaviour deteriorates, and they squabble. The childminder and her assistant do not balance the children's individual needs effectively, alongside their safety and learning. This hinders children's behaviour and attitudes to learning.
- Children who wear nappies are at risk of cross-contamination. Adults follow some hygiene procedures. For example, they wear gloves and dispose of nappies in bags before placing in a bin but they do not clean the mat children lie on between changing each child.
- The childminder is currently undertaking training to gain a qualification at level 3. In response to her new learning, she has made some changes to the environment. For example, she recently added a craft table so children can access resources to be creative at any time.
- Parents say they are happy with the childminder and that their children enjoy their time with her. They tell the inspector that they receive feedback every day, including about activities their children have enjoyed. The childminder shares a journal of children's activities and development. In addition, parents share that the childminder provides parent meetings to talk about their children's progress.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder and her assistant do not supervise children well or keep children safe. Due to the high numbers of children, there are times when either the childminder or assistant find themselves working alone. For example, if one of them takes a child to the toilet. This leaves children at risk of potential harm because the childminder and her assistant cannot meet the individual needs of all children. The childminder does not risk assess or organise the environment effectively to remove risks. The childminder does not teach children to manage risk, such as climbing up steps of the slide. The childminder and assistant understand their responsibilities under the local authority guidance and know the procedures to protect children from abuse and neglect. The childminder completes suitability checks for household members and assistants.

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
meet adult-to-child ratios at all times	19/08/2022
improve knowledge and understanding of how to carry out robust risk assessment and identify any potential risks to children's health or safety and take action to remove or minimise risks	19/08/2022
supervise children effectively to keep them safe and meet their individual care and learning needs	19/08/2022
fully promote children's health, including taking the necessary steps to prevent cross-contamination during nappy changing.	19/08/2022

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure all children receive tailored learning that is sequenced, builds on their next steps and meets their individual needs.	20/09/2022

Setting details

Unique reference number	2542984
Local authority	Hillingdon
Inspection number	10215412
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 4
Total number of places	12
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in West Drayton in the London Borough of Hillingdon. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding to provide free early education for three-year-old children.

Information about this inspection

Inspector

Ruth George

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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The assistant and children spoke to the inspector during the inspection.
- Parents shared their views of the setting with the inspector.

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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