

Childminder report

Inspection date:

30 November 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's safety and well-being are not assured. This is because of gaps in the childminder's safeguarding knowledge. She does not demonstrate a clear understanding of the appropriate procedures to follow to help protect children from harm. In addition, she does not ensure that she remains alert to any safeguarding updates or local issues.

The childminder does not have a good enough understanding of the learning and development requirements. Children do not benefit from a broad curriculum that meets their needs. They do not have access to a good range of child-led activities and resources. Children do not experience stimulating learning that supports their level of development and builds on what they need to learn next. As a result, children do not have the opportunity to make the progress they are capable of. The childminder does not help them to persevere and keep trying. They often move around and do not remain interested or focused on an activity for any length of time.

Despite these weaknesses, children seem happy in the care of the friendly childminder and appear to develop strong attachments to her. Babies seek her out for comfort and snuggle into her when they are tired. Children participate in activities outside of the childminder's home, such as visits to the local toddler groups. These activities help them to socialise with a wider range of children and to develop an understanding of their wider community.

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

- The childminder has a weak knowledge of safeguarding, and this compromises children's welfare. In addition, she has failed to record any complaints she has received from parents, nor does she record the outcome of these complaints. These are breaches to the requirements of her registration.
- The childminder demonstrates a poor understanding of how to support children in their learning and what she wants children to learn. She does not demonstrate the knowledge or understanding of how to plan a curriculum to build on what children already know or what they need to learn next. She does not have a clear intent for children's learning. As a result, children do not receive the education they are entitled to.
- The childminder does not ensure the learning environment is stimulating and supports children's individual needs. The childminder puts out a limited range of toys and resources. In addition, when babies investigate an interactive toy, they cannot interact with it because the batteries have not been replaced. During the inspection, the resources on offer did not support babies in their sensory play or encourage them to explore. As a result, babies show little interest because the

resources and toys do not promote their curiosity and inspire their learning.

- Teaching is weak. When babies show an interest in some resources, the childminder offers limited interaction. When she does interact, it is in a fleeting way. For example, as babies sit nearby, the childminder hits a xylophone with a wooden baton once to model what to do, and then moves away. As a result, children do not benefit from enjoyable experiences and good-quality teaching that supports their interests and extends their learning.
- The childminder does not support children's communication and language skills well. For extended periods of time, the childminder does not talk to babies. When she does, she does not engage babies in appropriate back-and-forth interactions. For example, when they babble, she does not model words or comment on what they are doing. As a result, children do not experience a language-rich environment to help them form good foundations for their language development.
- The childminder does not evaluate her provision. She does not reflect on the quality of the service she provides for children. She does not identify gaps in her knowledge and skills and undertake appropriate training to improve the quality of her teaching. As a result, children do not benefit from high-quality learning and development experiences.
- Parent partnership is not effective. Although the childminder engages in regular verbal discussions with parents, she does not share information about children's progress and how they can support and extend their child's learning at home.
- The childminder supports children's personal care needs. She changes children's nappies regularly and supports children's sleep routines according to their needs.

Safeguarding

The arrangements for safeguarding are not effective.

Children's welfare is not assured. The childminder does not have a secure knowledge and understanding of safeguarding and child protection. She is clear about the possible signs and symptoms that could indicate a child may be at risk of harm. However, she does not understand the appropriate action to take if she has concerns about the safety and welfare of a child. The childminder does not have effective systems in place to ensure she remains up to date with any safeguarding information in between any training. The childminder completes daily risk assessments to help her identify and remove any hazards within her home.

What does the setting need to do to improve?

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

	Due date
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ensure a thorough and ongoing up-to-date knowledge of safeguarding, and know how to respond appropriately to any concerns about a child	06/01/2023
ensure that parents are kept up to date with their child's next steps in learning, and guide them to support the learning at home	06/01/2023
keep an accurate written record of all complaints and their outcomes	06/01/2023
obtain and demonstrate appropriate skills and knowledge, particularly with regard to teaching and how to deliver good-quality learning experiences for babies and children	28/02/2023
provide a well-designed, broad and balanced curriculum that supports children's learning needs and targets what they need to learn next	28/02/2023
provide a more stimulating learning environment that gives children a wider range of child-initiated activities and resources to select from and increases their levels of engagement	28/02/2023
ensure that babies and children have opportunities to develop their communication and language skills, to help them form good foundations for their language development.	28/02/2023

Setting details

Unique reference number	2599999
Local authority	Hertfordshire
Inspection number	10262837
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Redbourn. She operates Monday to Friday, 7.30am to 5.30pm, term time only.

Information about this inspection

Inspector

Marisa White

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the interactions between the childminder and children.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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