

Childminder Report

Inspection date

17 May 2018

Previous inspection date

17 November 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the 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 maintain appropriate adult-to-child ratios at all times, to meet the needs of all children and ensure their safety.
- The childminder sometimes leaves the assistant in sole charge of the children but has not ensured that the assistant has a current paediatric first-aid certificate, as required.
- The childminder does not take all reasonable steps to fully assess, minimise and remove risks in her home to ensure that children are safe and secure.
- The childminder does not consistently recognise when to interact with children to encourage them to think for themselves or extend their early language skills to a higher level.
- At times, the childminder completes tasks for children that they could learn to undertake themselves in order to support their independence and self-help skills.
- Systems for self-evaluation are not robust enough to ensure the childminder identifies all areas where improvement is needed.
- The childminder has introduced a new system to track children's progress, to support her to plan activities and monitor the impact of teaching, but this is not fully embedded.

It has the following strengths

- The childminder has built secure relationships with the children, and she is caring and responsive to the needs of very young children.

What the setting needs to do to improve further

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

	Due Date
■ maintain appropriate adult-to-child ratios at all times	08/06/2018
■ ensure that any assistant who is left in sole charge of children for any period of time completes paediatric first-aid training	02/07/2018
■ undertake effective risk assessments and remove or minimise any hazards to children.	08/06/2018

To further improve the quality of the early years provision the provider should:

- strengthen the support for children to consider and express their thoughts and ideas
- extend the opportunities for children to develop their independence and self-help skills
- improve systems to identify strengths and weaknesses, to evaluate and review the quality of practice and provision consistently
- embed new systems to track all children's learning, to monitor the progress they make from when they first start.

Inspection activities

- The inspector had a tour of the premises used for the purposes of childminding.
- The inspector talked with children and the childminder at appropriate times. She reviewed an activity with the childminder.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector spoke with parents and took into account their views.
- The inspector viewed evidence of the suitability of the childminder and household members. She discussed the childminder's self-evaluation information and viewed a range of documentation, including paediatric first-aid certificates and public liability insurance.

Inspector

Jane Morgan

Inspection findings

Effectiveness of the leadership and management is inadequate

Arrangements for safeguarding and welfare are weak. However, there are some strengths in teaching and learning. Safeguarding is ineffective. On the day of the inspection, the childminder was caring for more children in the early years age range than her registration allows, while her co-childminder was away from the premises. This does not support her to ensure she is able to meet children's individual needs and promote their safety. The childminder does not consistently review her practice and provision to identify strengths and weaknesses. For example, she has not supported the assistant to attend appropriate first-aid training, to ensure she can quickly respond to an emergency when she is left in the sole care of children. The childminder has attended training to help her identify typical signs and symptoms of abuse and understands the action to take if she is concerned about a child's welfare. The childminder does not consistently check the premises to ensure children's safety. For example, the childminder and her co-childminder have identified a need to keep the gates leading from the outdoor area shut to ensure children's security when they play outdoors. However, during the inspection the gates were left open on more than one occasion.

Quality of teaching, learning and assessment requires improvement

The childminder provides suitable resources for mixed age groups of children. Although her recently reviewed tracking systems are not fully embedded, she has a general overview of children's interests and provides activities that children enjoy. For example, the youngest children excitedly dive into the ball pit, and older children pretend to cook dinner with a range of real-life cooking utensils in the playhouse outdoors. The childminder does not consistently support children's early language skills as fully as possible. For example, when children participate in self-chosen activities, she does not consistently recognise when to interact with them to build on their interest to extend their learning. The childminder works very closely with her co-childminder, who takes the lead role in teaching the children.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management mean that children's welfare is not assured and, at times, the childminder does not promote their self-help skills. Children benefit from plenty of physical activities outside. They skilfully climb steps to the wooden playhouse, and excitedly run, hop and jump. Children enjoy healthy home-cooked meals and are regularly offered a drink of water. The childminder is sensitive in responding to children's needs. For example, she offers the youngest children lots of cuddles as they fall asleep. Children have formed close relationships with each other and the childminder. They behave well and are emotionally secure. Parents speak positively about the care of their children. The childminder, co-childminder and assistant have built positive relationships with parents. The childminder works effectively with other professionals to support children who have special educational needs (SEN) and/or disabilities.

Outcomes for children require improvement

All children make typical progress overall, although they do not benefit from the best possible support to develop their independence. They enjoy activities the childminder provides. For example, the youngest children build towers using large construction blocks, and begin to solve problems as they press buttons on technology toys to see what happens. Children are keen to join in most of the time. Children develop some useful skills for their next stage of development and their eventual move to school.

Setting details

Unique reference number	EY332529
Local authority	Lambeth
Inspection number	1129472
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	6
Number of children on roll	15
Name of registered person	
Date of previous inspection	17 November 2015
Telephone number	

The childminder registered in 2006. She lives in Streatham, in the London Borough of Lambeth. The childminder works with a co-childminder and an assistant. The childminder operates her service Monday to Friday from 7.30am until 7pm most of the year.

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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Piccadilly Gate
Store St
Manchester
M1 2WD

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