

Childminder report

Inspection date	9 April 2019
Previous inspection date	16 June 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The childminder and her assistants do not have a sufficient knowledge of all safeguarding practice and procedure. As a result, children are not successfully protected.
- The childminder consistently cares for more children than she is allowed. She regularly exceeds her childminding ratios. The requirements for space are not considered. Consequently, children's well-being is not assured.
- The childminder does not suitably minimise hazards and consistently implement procedures to keep children safe and healthy.
- The childminder does not ensure records required for the safe management of the provision are easily accessible and available for inspection. She does not seek all required written parental information. These weaknesses significantly compromise children's welfare.
- The childminder does not ensure children's play and exploration is fully supported. Assessment is weak and teaching is not sufficiently responsive to children's individual learning needs and preferences. Activities, toys and resources are not matched well enough to children's individual needs and interests.
- The childminder does not provide effective or precise enough monitoring of her assistants' practice to target key areas for their professional development. This results in poor teaching and care practice.
- The childminder does not evaluate her setting regularly or review her practice to strengthen her provision and promote continuous improvement. Breaches of requirements compromise children's safety and their ability to learn well.

It has the following strengths

- Daily conversations with parents help to provide continuity of care for children.

What the setting needs to do to improve further

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

	Due date
improve understanding of procedures to safeguard children in the event of an allegation being made against the childminder, an assistant or a member of the household	26/04/2019
develop knowledge of wider safeguarding issues, including all aspects of the 'Prevent' duty guidance for England and Wales 2015	26/04/2019
provide suitable training for all assistants to ensure they develop a secure understanding of the possible signs of abuse and neglect, along with knowledge of wider safeguarding issues, and the procedures to follow in the event of a child protection concern	26/04/2019
ensure that adult-to-child ratios are adhered to at all times	26/04/2019
ensure the premises, space and equipment are organised to meet the needs of children	26/04/2019
ensure risk assessment effectively identifies hazards and implement safety measures so that children are not exposed to risks, particularly outdoors	26/04/2019
ensure that information regarding who has parental responsibility of children is gathered and recorded	26/04/2019
ensure records required for the safe management of the setting are in place, easily accessible and available for inspection, particularly with regard to all accident and medication records, registers, two-year-old progress checks and staff qualifications	26/04/2019
ensure children's good health is promoted by taking all necessary steps to prevent the spread of infection, particularly with regard to hand drying and nappy changing procedures	26/04/2019
improve the monitoring of assistants' practice through effective supervision, to identify and address key areas for professional development that will raise the quality of safeguarding, care and teaching	26/04/2019
use assessment to accurately identify where children are in their development and target any gaps in their learning	26/04/2019

ensure that teaching and the support provided for children meet their individual needs, interests and stages of development	26/04/2019
improve the planning of activities and the provision of toys and resources for children, to ensure that these accurately match their individual needs and interests.	26/04/2019

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder and her assistants. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.
- This inspection was carried out as a result of a risk assessment, following information received about this provider.

Inspector

Tina Garner

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. The childminder has a weak understanding of procedures to safeguard children. She is not familiar with the action to take if an allegation is made against herself or an assistant. Her knowledge of wider aspects of safeguarding children is not yet fully secure. The childminder does not ensure her assistants are confident to identify children who are at risk of harm and know how to respond appropriately. Consideration has not been given to maintaining safe adult-to-child ratios, providing enough space and ensuring sufficient equipment is available to support children's care needs. This results in children having to sit out of activities, wait and watch other children as they eat and miss time spent outdoors. The childminder has not thought carefully about her own practice, or that of her assistants, and where she might need to make improvements. As a result, there are breaches of legal requirements.

Quality of teaching, learning and assessment is inadequate

Weaknesses in teaching and assessment have a significant negative impact on children's learning and development. The childminder does not fully understand how to assess children's progress. Therefore, she is not able to precisely identify their stage of development or recognise gaps in their learning. Although the childminder carries out some observations of children as they play, she is not sufficiently aware of the expected levels of development for their ages. The childminder does not consider what each child needs to achieve and planned activities do not meet children's learning needs. Children spend time each day participating in adult-led or routine activities, such as carpet time. However, the childminder does not plan this time well. Activities are overly directed by adults and not matched to children's ages, abilities or learning needs. The childminder and her assistants try to teach very young children letters, colours and shapes, rather than supporting their listening, attention and language skills. Consequently, these children do not make good enough progress. The childminder provides some opportunities for children to develop their creative skills. Children explore paint and other media. They use their imaginations as they dress up and play with small world figures.

Personal development, behaviour and welfare are inadequate

Children's welfare is not adequately protected. The childminder does not consistently promote children's good health or ensure their safety. Children are required to share one dirty towel for hand drying. Effective hygiene procedures are not consistently followed when changing children's nappies. The childminder does not ensure the outdoor area is safe and well maintained. Discarded rubbish, accessible garden equipment and building materials pose a significant risk to children. The childminder does not obtain information from parents regarding who has parental responsibility. She does not ensure enough resources are accessible to take account of children's ages or capabilities. Children who are less confident are not consistently supported well enough to develop their personal and social skills. Nonetheless, children generally behave well. They form appropriate attachments with the childminder and her assistants. The childminder has flexible settling-in procedures, which she agrees with parents. This appropriately supports children's transition from home to her care.

Outcomes for children are inadequate

Outcomes for children are not good enough. Children make poor progress in some areas of learning due to weaknesses in teaching. They lack enthusiasm as activities fail to ignite their curiosity and motivate them to learn. Children do not receive the support they need to learn to concentrate and think critically. Some children struggle to join in with activities, while other children aimlessly wander the room. Children develop some physical skills as they build with bricks and learn to feed themselves at mealtimes. Gaps in children's learning are not closing quickly enough and children are not well enough prepared for school when the time comes.

Setting details

Unique reference number	EY366878
Local authority	Nottinghamshire County Council
Inspection number	10074056
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	18
Number of children on roll	26
Date of previous inspection	16 June 2016

The childminder registered in 2008 and lives in North Muskham, Newark. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She is registered to work with assistants. She provides funded early education for three- and four-year-old children.

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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