

Childminder report

Inspection date	20 August 2019
Previous inspection date	18 March 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 does not follow safe recruitment procedures while employing assistants. He allows assistants to have unsupervised contact with children before relevant suitability checks are completed. Further, he permits them to use their mobile phones while supervising children. Children's safety is compromised. This has a significant impact on their welfare.
- The childminder does not ensure that all adults working with children have a secure understanding of the setting's safeguarding policies, and the procedures to follow to protect children's welfare.
- The childminder does not complete the required progress checks for children aged two years. He does not use observations and assessments well enough to monitor individual children's learning and development. He does not plan challenging experiences that help to stimulate their learning. Children do not make sufficient progress towards the next stages in their learning.
- Processes for self-evaluation are not effective. The childminder does not identify where there are breaches in requirements and address key weaknesses in his practice, including previous recommendations and actions.
- The arrangements for the supervision of assistants are not effective. The childminder does not identify and address weaknesses in teaching practice. Assistants are given roles and responsibilities without the necessary knowledge or support to enable them to carry out these roles effectively.

It has the following strengths

- Children are happy and form positive relationships with others. The childminder and his assistant are kind to them and welcome them warmly.
- The childminder has well-established partnerships with parents. He has good systems that keep them informed of their children's day at the setting.

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
ensure that people who work directly with the children have relevant checks to confirm their suitability and to fulfil the requirements of their role	30/09/2019
ensure that all those who care for children understand and implement the setting's policies and procedures in relation to safeguarding children's welfare, including the safe use of mobile phones and cameras at the setting	30/09/2019
ensure that assessment and monitoring of children's progress, including the required progress check for children aged two years, are effective in identifying children's individual learning needs and in supporting their steady progress from their starting points.	30/09/2019

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

- make effective use of self-evaluation in order to identify breaches in requirements and weak areas of practice
- assess professional development needs, including for assistants, and target actions effectively to improve outcomes for children.

Inspection activities

- The inspector observed activities and evaluated the benefits to children.
- The inspector held discussions with the childminder and his assistant at various times.
- The inspector sampled a range of documentation during the inspection.
- The inspector conducted a joint observation and discussed the feedback with the childminder.
- The inspector took account of the views of parents.

Inspector
Sharmee Bhatt

Inspection findings

Effectiveness of leadership and management is inadequate

The childminder does not evaluate the practice and provision effectively, and this does not help him to address areas of weakness promptly. He does not have up-to-date knowledge of the wider aspects of safeguarding. He is not aware of the current safeguarding requirements. The childminder has some understanding of what to do if he has concerns with regards to children's welfare, but he has failed to train his assistant with this information. The childminder does not ensure that his assistant understands and implements safe practices with relation to the use of mobile phones and cameras at the setting. He does not ensure that people whose suitability has not been checked do not have unsupervised contact with children. Arrangements for safeguarding are ineffective. Partnerships with parents are working well and they are kept informed about the children's day at the setting.

Quality of teaching, learning and assessment is inadequate

The childminder does not identify children's starting points accurately. Children aged between two and three years of age are not assessed according to the statutory requirements. Processes for assessing children's learning needs are inconsistent and are not used well enough to enable children to make the progress they should. The childminder and his assistant encourage children to make choices. For instance, during a handprinting activity children choose the materials they would like to use. These opportunities help them to build on their independence. However, children lose interest as they have to wait for long periods for their turn. The assistant's knowledge of how children learn and develop is limited. The childminder does not provide effective training for his assistant or monitor teaching practice effectively to help plan and deliver quality learning experiences for individual children.

Personal development, behaviour and welfare are inadequate

The weaknesses in the arrangements for safeguarding have a significant impact on children's welfare. The childminder does not provide a stimulating environment that helps to keep children motivated and interested in a broad range of activities. As a result, children do not always enjoy activities and experiences that help them to learn and develop. Older children are not challenged well enough as the childminder does not have high expectations for them with regards to their learning and development. Nevertheless, children develop a good bond with the childminder and feel confident in his care. Children visit the park daily. At the park, the children are given opportunities to run around and play different games to practise their physical and social skills. Children behave well and understand what is expected of them.

Outcomes for children are inadequate

Children do not have sufficient opportunities to engage in purposeful play that helps them to build on what they already know. They do not build on their concentration and focus as they lose interest during activities. They are not supported sufficiently to extend their skills and to make good progress according to the ages and stages of their development. This is because the children are not assessed appropriately and the childminder does not always support them through their next steps. However, children

learn some basic skills that they need for their future learning. For example, they socialise with other children and learn to share and respect others.

Setting details

Unique reference number	EY428974
Local authority	Brent
Inspection number	10074814
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	18 March 2016

The childminder registered in 2011 and lives in the London Borough of Brent. He operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. He works with an assistant.

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