

Childminder report

Inspection date: 19 June 2024

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Met
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What is it like to attend this early years setting?

The provision is inadequate

The childminder has a poor understanding of child protection procedures. She is unsure how to respond to safeguarding concerns and lacks a secure understanding of the procedures to follow, in the event of an allegation being made against her, or other people in the household. This compromises children's safety and welfare.

The childminder has not ensured that she implements an ambitious and challenging curriculum. This impacts on the learning and the environment does not support children to learning new knowledge. Children make some choices with resources they want to play with; however, the childminder does not interact with children effectively to support with learning and development. As a result children do not make the progress they should at the setting. The childminder demonstrates a weak understanding of her role in teaching. She relies too heavily on children learning through their independent play and does not provide the good quality interactions that children need to help them to learn more and do more. Although the childminder has some understanding about the areas of learning, the weaknesses in the design and implementation of the curriculum mean children's learning needs are not consistently met, particularly the needs of the older children. The childminder completes some assessments of children to review what progress they have made. However she does not use this information to ensure she plans and implements activities based on what children know and can do and provide opportunities for children to revisit and practise these skills. Activities are not at a good level and have a limited educational value. For example, a planned mathematics activity is too easy for older children. As a result, children become disengaged, bored and wander off.

The childminder and co-childminder are warm and caring towards the children. The childminder overall tries to maintain good behaviour, she uses a calm voice to support children to share and take turns with their friends. However due to weaknesses in the lack of challenge in the curriculum, children lose focus and concentration which hinders their attitudes to learning.

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

- Although the childminder has accessed online safeguarding training, this has not given her a secure understanding of how to respond if faced with a child protection concern. The childminder is unaware of the correct procedure to follow in the event of an allegation being made. When presented with safeguarding scenarios, she is unable to demonstrate how to respond appropriately. This compromises her own and children's safety.
- The childminder does not have a secure enough understanding of how to promote children's learning. Children take part in activities; however, the

childminder does not provide any in-depth learning and offers limited support particularly with older children. For example, children receive some interaction from the childminder, but she does not use these interactions well enough to develop a deeper understanding across all areas. As a result, children are not as well prepared for their next stages of learning including moving on to school.

- The childminder fails to gather sufficient information from parents when their children start at her setting in order to assess what children know and can do. This does not enable her to gain an accurate picture of children's previous experiences and current level of development.
- The childminder has some limited understanding of children's needs, gained from information from parents. However, she has not done enough to find out more about each child's individual needs such as medical information. The childminder does not discuss with parents in sufficient detail to enable her to understand and meet children's health needs.
- The childminder does not use self-evaluation effectively. She does not seek meaningful professional development opportunities to identify and address weaknesses in her practice. The childminder has failed to keep up to date with changes and updates to guidance. This has led to gaps in her knowledge of how to support children's learning and development and assure their safety.
- The childminder keeps parents updated about the activities she provides the children. Parents appreciate the regular communication about their child's day. The childminder provides parents with flexible working hours to accommodate their working patterns. She shares some information about activities that she offers their children.
- The childminder does not obtain sufficient information from other childcare providers that minded children attend, to promote consistency with children's personal care and learning.
- The childminder's expectations for what children can achieve are often too low. For example, she narrowly focuses children's curriculum on number, colour and shape. She does not recognise that children already know what she is trying to teach. This impacts upon children's attitudes to learning. For instance, children quickly lose interest in their learning.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

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

	Due date
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ensure an understanding of the action to be taken in the event of an allegation being made against any adult living on the premises or working with the children	30/08/2024
implement a curriculum that is challenging and ambitious which builds on what children interests, what they know and can do and ensures they make best possible progress	30/08/2024
improve the quality of interactions to ensure that all children are well supported to make the best possible progress in all areas of learning	30/08/2024
obtain information from parents about children prior to their starting, this includes children's medical needs to promote their individual requirements and appropriate level of care to be given	30/08/2024
implement a programme for professional development which helps to identify areas for improvement, improve practice and keep knowledge up to date	30/08/2024
ensure a regular two-way flow of information with other settings to provide continuity in children's care and learning	30/08/2024
plan suitably challenging activities which meet children's age and stage of development and promotes their positive attitude towards learning.	30/08/2024

Setting details

Unique reference number	EY544099
Local authority	Redbridge
Inspection number	10237271
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	2 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	19 May 2021

Information about this early years setting

The childminder registered in 2017 and lives in the London Borough of Redbridge. She operates all year round from 6.30am to 7pm, Monday to Sunday, except for family holidays and bank holidays. The childminder works with two assistants.

Information about this inspection

Inspector
Anne Maher

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector observed the children at play and how they interacted with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection. She took account of parents' views through written feedback notes.
- The inspector reviewed documents that were relevant to the inspection process.

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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