

# Childminder report

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Inspection date:

18 September 2019

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## **Overall effectiveness**

## **Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is inadequate

The childminder has failed to meet a number of requirements which relate to safeguarding, welfare, learning and development. This has an impact on children's care and learning. The quality of education is weak. The childminder and her assistant do not provide stimulating and challenging activities. The resources available for some children are not age-appropriate. The lack of challenge for older children means that they do not make rapid progress. Although babies happily play with suitable toys, the childminder and her assistant miss opportunities to develop their communication and language skills. For example, they do not sing songs or introduce rhymes during everyday routines. The older children are not stimulated and do not have challenging enough activities to help them be ready for next steps in their learning and eventual move to school. For example, during the morning, they are limited to playing with baby toys and rattles. The childminder and her assistant do not enable children to develop independence and make their own choices. Children who speak English as an additional language do not have any opportunities to develop and use their home language in play and learning. Children settle quickly and build secure attachments with the childminder and her assistant. The childminder and her assistant respond to children who are unsettled or upset by offering cuddles and positive reassurance. Children learn to respect each other. They have opportunities to learn about their local community, for example during the school collection time or as they play in the local parks.

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

- The childminder does not have a secure knowledge and understanding of all statutory requirements of the early years foundation stage and the Childcare Register. She does not monitor the quality of the provision effectively to ensure any breaches and weaknesses are identified and addressed promptly.
- The childminder and her assistant have failed to implement robust and effective risk assessments to ensure any potential hazards to children are identified and removed to continuously maintain their safety. As a result, children are not protected from hazards. During the inspection, children who are new to walking or just learning to walk were observed tripping on the small toys that covered the whole floor all morning. This compromises children's health and safety.
- The childminder does not comply with the requirements of health and safety legislation, including hygiene requirements to avoid any cross-contamination. She does not ensure that children wash their hands before each meal. Furthermore, she does not intervene when babies and children put toys in their mouth which have been on the floor. This is unhygienic practice and does not support children's health and well-being.
- The childminder has failed to obtain parents' permission to leave children in the sole care of her assistant, including for very short periods of time. The

childminder leaves her assistant in sole care of the children. On the day of the inspection, the assistant was left alone with children, while the childminder went to drop children off at school, despite the lack of parental permission.

- The childminder does not ensure that older children have exciting and challenging enough activities to help them progress as much as possible. The only activity provided to older children during the morning is colouring in one picture. The childminder and her assistant do not have meaningful conversations with older children to help extend their language and to encourage them think for themselves. They do not use enough opportunities to help babies develop their early communication skills. This does not ensure that children learn structured, targeted and explicit language to help them in their future education and to succeed in life. The lack of support for children who speak English as an additional language means that they do not make the best possible progress.
- The childminder does not ensure that she completes the required progress check for all children aged between two and three years. Therefore, she does not identify their strengths or any areas where they may need further support. This means that children who are possibly not developing within their expected range of development are not getting the support needed in timely manner to help them rapidly progress.
- Parents express that they are satisfied with the care and learning opportunities their children receive. They feel that the childminder provides a warm and caring environment and that they feel informed about their child's progress.
- The childminder and her assistant are calm and caring. Children have built close relationships with them both. For example, all children are happy to have a cuddle with either of them when upset or unsettled. Children behave well and demonstrate respect and tolerance towards each other. They use manners and regularly say 'please' and 'thank you' when asking for help.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder does know the correct procedure to follow when an allegation is made against herself or anyone working or living on the premises. She does not ensure that, together with her assistant, she has an appropriate understanding of the government's statutory guidance for the 'Prevent' duty to keep children safe. The written safeguarding statement for the Childcare Register does not include all required information in line with the relevant Local Safeguarding Children Board.

The childminder does not ensure that she holds the appropriate public liability insurance to cover all premises from which childcare is provided at all times. On the day of the inspection, she was unaware that her insurance had expired over two weeks ago. The childminder does not keep and maintain a daily record of the names of the children looked after on the premises and their hours of attendance. These breaches compromise children's safety and welfare.

## 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:**

	<b>Due date</b>
improve knowledge and understanding on any safeguarding matters, including how to identify an allegation being made, to follow the correct procedure, and to have an appropriate understanding of the government's statutory guidance for the 'Prevent' duty	18/10/2019
keep and implement a written record of policies and correct procedures to be followed for the protection of children, in line with the guidance from the relevant Local Safeguarding Children Board, to safeguard their welfare	18/10/2019
ensure the appropriate public liability insurance, to cover all premises from which childminding is provided, is in place at all times	18/10/2019
keep and maintain a daily record of the names of the children looked after on the premises and their hours of attendance	18/10/2019
implement robust and effective risk assessments to ensure any potential hazards to children are identified and removed, to continuously maintain children's safety	18/10/2019
improve hygiene practices to ensure children are not exposed to cross-contamination	18/10/2019
obtain parents' permission to leave children in the sole care of the assistant, including for very short periods of time	18/10/2019

improve the quality of teaching and learning to ensure all children have challenging and age-appropriate activities to help them progress as much as possible	18/10/2019
ensure resources for children are age-appropriate, stimulating and easily accessible	18/10/2019
provide opportunities for children who speak English as an additional language to develop and use their home language in play and learning	18/10/2019
complete the required progress check for all children aged between two and three years, identifying their strengths and any areas where they may need further support, and share a written summary of this check with parents in timely manner to meet children's learning needs.	18/10/2019

## Setting details

<b>Unique reference number</b>	137966
<b>Local authority</b>	Merton
<b>Inspection number</b>	10124353
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 to 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	8 December 2015

## Information about this early years setting

The childminder registered in 1996 and operates from a ground floor flat in the London Borough of Merton. She works with an assistant. The childminder provides care Monday to Thursday from 8am to 6pm, all year round.

## Information about this inspection

**Inspector**  
Nataliia Moroz

### Inspection activities

- This inspection was conducted following Ofsted's risk assessment process.
- The inspector observed care routines and activities provided throughout the day.
- The inspector walked with the childminder, her assistant and the children during the school collection time in the morning.
- The inspector checked evidence of safeguarding procedures, the suitability of adults living and working on the premises and other records required.
- The inspector had a joint discussion with the childminder about the quality of activities provided.
- The inspector took account of the views of parents spoken to on the day and interacted with children.

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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