

# Childminder report

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Inspection date:

16 October 2019

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Met

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

### The provision requires improvement

Children show pleasure and happiness as they engage in the opportunities that the childminder provides for them. She ensures that very young children get the attention and cuddles that they need. They confidently access toys and resources that are of interest to them. For example, children enjoy looking at books with the childminder. However, because she does not use professional development opportunities, the childminder lacks a secure understanding of the learning and development requirements. As a result, she is not assessing children's learning accurately to ensure that she knows what they can do now and what they need to learn next. This hinders her in planning effectively to meet children's individual developmental needs. Furthermore, the childminder is not providing parents with what they need to know about their children's achievements. She interprets babies' wants and needs successfully as they communicate with her through babbling and gestures. She encourages them to practise their handling skills, for example through operating interactive toys and building towers with bricks. The childminder uses effective strategies to help children learn how to manage their feelings and behaviour. She ensures that children experience a range of social situations to help them learn how to adapt their behaviour and feel confident in busier, external group activities. The childminder has the majority of the required procedures in place to support her care of the children.

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

- Children are happy and settled in the childminder's home. They establish good attachments with her and seek her interactions throughout the day. This helps to develop their confidence and self-esteem.
- The quality of teaching is variable. Although the childminder engages with children well, her limited understanding of the early years foundation stage curriculum means that planning is not effective. While children enjoy some activities that interest them, they are not challenged sufficiently in order to make the progress they are capable of.
- Children's behaviour is good. The childminder is a good role model and clearly communicates expectations in age-appropriate ways. She praises children for their achievements, which supports them to develop high levels of self-esteem and confidence.
- Children are not supported to make the best possible progress. Although the childminder observes children as they play, she does not make precise assessments of their learning in order to identify their next steps. This has an impact on her ability to plan activities that meet children's emerging needs.
- The childminder does not maintain accurate records of children's daily attendance, so it is unclear which children are attending the setting at any given time.

- The childminder forms close relationships with parents. She gains as much information as she can before children start, to help them settle in. However, she does not share information about their children's daily care and progress effectively to help parents extend and support children's learning at home.
- Children form secure attachments with the childminder and enjoy her company. She engages well with them and they enjoy her interactions as they play with resources.
- The childminder responds well to babies' gurgling and babbling to promote their early communication. She encourages babies to develop their speaking skills though repeating single words. For example, when they look at picture books together.
- The childminder is up to date with all the required mandatory training to help keep children safe and promote their welfare. However, she does not take advantage of professional development opportunities available to raise the quality of her teaching.
- The childminder supports children to develop healthy lifestyles. She plans a varied range of opportunities for children to visit the local parks and playgroups, giving them plenty of opportunity for fresh air and exercise, and provides healthy food at snack time.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has effective procedures in place to help keep children safe from harm. She has completed safeguarding training and has good knowledge of the potential signs and symptoms of abuse and neglect. The childminder is familiar with the child protection procedures to follow should she have a concern about a child's welfare. She completes effective risk assessments and ensures the safety of the children is given high priority.

## 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
develop knowledge and understanding of the prime and specific areas of learning so that children's progress can be precisely assessed and planning matched to their individual next steps in learning	31/12/2019
maintain accurate records of children's days and hours of attendance.	30/10/2019

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

- make better use of professional development opportunities to improve the quality of teaching across the curriculum
- improve the quality of information that parents receive about their children's daily care and progress, to help them extend and support children's learning at home.

## Setting details

<b>Unique reference number</b>	EY291433
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10119958
<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>	1 to 1
<b>Total number of places</b>	2
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	18 November 2014

## Information about this early years setting

The childminder registered in 2004 and lives in Tooting, in the London Borough of Wandsworth. She operates all year round, from 7am to 7.30pm, Monday to Friday, except bank holidays and family holidays. The childminder is available to collect children from the local school. She speaks English and Portuguese.

## Information about this inspection

### Inspector

Frances Oliver

### Inspection activities

- The childminder and the inspector took part in a learning walk together.
- The inspector discussed with the childminder how she supports children's learning and development.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector checked evidence of the suitability of the childminder and other household members.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard 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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