

Childminder report

Inspection date: 12 February 2020

Overall effectiveness	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

Some children enjoy resources that are appropriate for their age and stage of development and capture their interests. For example, they spend long periods engaged in playing with the cars and road track. They use the skills they have developed previously to put the track together and enjoy talking to the childminder as they play. However, the childminder does not plan specific activities for all children with the intention for children to progress to the next level in their development. As a result, some children, particularly babies, spend long periods without playing or engaging with the childminder and/or other children. This limits the progress they make. The childminder values children's home language and incorporates familiar words in conversation with older children to help their understanding. Some children, including those who speak English as an additional language, show they enjoy learning familiar rhymes as they sing 'The wheels on the bus' while they play. However, the childminder uses very little communication and language with babies. For example, the childminder does not engage with babies when changing their nappy and does not always pick up on their attempts at communication when feeding them.

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

- The childminder has not identified weaknesses in the quality of teaching. The childminder does not fully understand their role and responsibilities to provide all children with high-quality teaching and opportunities for them to learn. As a result, some children, particularly babies, do not make as much progress as they could.
- The childminder uses knowledge of some children's interests to engage them in play and learning. However, the childminder does not have enough knowledge of how children learn best, to support them to the next stage in their development.
- The childminder completes the progress check for children at age two years. However, checks do not clearly identify the child's development in all prime areas, their strengths and any delays in the child's development, as required.
- Children learn about sharing with one another. The childminder supports children to behave in appropriate ways, such as helping with tidying away the toys. However, the childminder does not always do enough to understand why children continue to display unwanted behaviour and do not respond to requests. This does not fully support their emotional development.
- Children learn skills to become independent. For example, the childminder supports children who are learning to use the toilet effectively. Children learn to take care of their personal hygiene routines, such as washing their hands before meals.
- The childminder provides children with routine, and children show they feel

secure, for example when they ask the childminder to play with them. Children learn about road safety when the childminder takes them on outings to the local community. This also helps children learn about the world around them.

- The childminder does not fully promote children's health and well-being. For example, fresh drinking water is not always available and accessible to children, as required. In addition, sometimes the childminder does not store and prepare food children bring from home in line with food hygiene requirements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed a safeguarding course that helps them to be able to respond to concerns about a child's welfare or in the event of an allegation against someone living or working on the premises. The childminder knows about child protection and wider safeguarding issues, such as extremism. The childminder is mindful of children's safety and ensures that the premises are safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure food provided for children is stored and prepared in line with food standards and safety guidelines, and fresh drinking water is available and accessible for children at all times, as required	27/03/2020
improve understanding of the childminder's role in observing and assessing children's development, planning activities and communicating with children so that all children make the best possible progress.	27/03/2020

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

- implement effective systems to evaluate and improve the quality of care and education provided.

Setting details

Unique reference number	EY426215
Local authority	Wandsworth
Inspection number	10083058
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 3
Total number of places	4
Number of children on roll	2
Date of previous inspection	28 February 2014

Information about this early years setting

The childminder registered in 2011. The childminder's home is situated on the first floor of a terraced house. The lounge and bedroom of the childminder's home are used for childminding. The childminder operates from Monday to Friday, all year round.

Information about this inspection

Inspector

Sam Colderwood

Inspection activities

- The childminder led the inspector on a learning walk of the setting. They discussed how the childminder uses the premises and resources for children's care and learning.
- The childminder and the inspector carried out a joint observation together to assess the quality of teaching and learning.
- The inspector observed the children at play and how they interact with one another and the childminder.
- The childminder showed the inspector some documents relating to children and the organisation of the setting, such as policies and procedures.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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