

Childminder report

Inspection date:

6 March 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

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder and his co-childminder create a bright and welcoming environment. They provide appropriate toys and resources, such as a small kitchenette for role play. However, at times, the organisation of the space does not ensure that children's learning and enjoyment are promoted as effectively as possible. Nonetheless, children play happily and show that they feel safe. Overall, they respond positively to the childminders. Some activities do not provide children with the right level of challenge. As a result, they are not always engaged and motivated to learn. Children, including those who speak English as an additional language, do not make good enough progress. Children learn about the wider world. For example, they visit fruit markets that help them to explore their surroundings. Children play outdoors to enable them to practise their physical skills. However, their good health is not fully assured. There are clear expectations for children's behaviour. This helps children to know what is expected of them. Children play alongside their peers and are learning to manage their feelings and emotions. However, they have fewer opportunities to do simple things for themselves during the daily routines. This does not fully support children's independence skills.

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

- The childminder and his co-childminder observe and assess children's learning. However, some of the activities lack intent. For example, while exploring dough, some children became fidgety because it did not provide them with the right level of challenge. The younger children found the activity too hard and it was too easy for the older ones. This does not motivate children to learn. Nevertheless, the childminder talks to children to help develop their communication skills.
- The childminder engages and encourages parents in supporting their children's learning at home. He shares relevant information with them to establish a consistent approach. Parents appreciate the work that the childminder and his co-childminder do for their children. They make very positive comments in their written feedback.
- Many of the children speak more than one language. They have opportunities to use their home language in play, for example when counting objects. This aids children's understanding of similarities and differences between themselves and others.
- Children enjoy singing popular nursery rhymes. Some children show confidence in singing in front of adults and their peers. They receive lots of praise for their efforts. Others enjoy playing with small-world vehicles, which helps to support their fine motor skills.
- The childminder is kind, calm and gentle to children. This fosters positive

relationships which support children's emotional well-being effectively. Children's behaviour is appropriate.

- The childminder encourages children to wash their hands before handling food. However, children use a communal towel to dry their hands. This does not protect children from the risk of germs and infection.
- The childminder misses opportunities to promote children's independence, particularly during the daily routines. Children do not gain all the important skills that they need for their future education.
- The childminder completes mandatory training, such as safeguarding and first aid. However, he has not ensured that his teaching skills and knowledge of early years practice are up to date. As a result, his interactions with the children are not consistently good.
- The childminder welcomes support from the local authority to help evaluate the quality of the standards. Despite this, he has not been rigorous enough to identify weaknesses in practice. For example, the childminder has failed to identify that sometimes, he does not organise the available space as effectively as possible, to secure children's learning and enjoyment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a suitable knowledge of child protection issues, including the procedures to follow should a concern arise, to protect children's welfare. He carries out regular fire drills with the children to teach them what to do in an emergency. The childminder supervises children well. He ensures that they play within his sight or hearing to help keep them safe. Children's hours of attendance on the premises are recorded to help the childminder monitor any patterns for concerns. However, he does not ensure that children's health is sufficiently assured.

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 a clear and effective programme of professional development in order to raise the quality of teaching and care for all the children	17/04/2020
ensure appropriate hygiene routines are established, particularly in relation to hand drying facilities, to help prevent the spread of germs and infection.	17/04/2020

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

- review the organisation of the environment to make the most of the available space to further support children's learning and enjoyment
- help children develop their independence skills, so they can manage age-appropriate tasks for themselves
- develop the self-evaluation process using targeted plans to address areas for improvement, including actively promoting professional development, to raise standards for the children.

Setting details

Unique reference number	EY444694
Local authority	Wandsworth
Inspection number	10147107
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	1 to 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	8 November 2016

Information about this early years setting

The childminder registered in 2010 and lives in the London Borough of Wandsworth. He operates from 7.30am until 7pm, Monday to Friday, all year round. The childminder holds a relevant childcare qualification. He works with a co-childminder.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The inspector conducted a learning walk with one of the childminders to understand how they organise the early years curriculum.
- The inspector spoke with the childminder and his co-childminder, and interacted with the children at appropriate times during the inspection.
- The inspector observed the quality of teaching during indoor activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, such as the childminder's training certificates and evidence of the suitability of all adults living in their home.
- The inspector read written feedback from parents and took their views into account.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2020