

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

Children are happy and show that they feel safe and emotionally secure. Some children are confident to show what they know and can do. For example, they sing their favourite songs to their peers and adults. Children receive lots of praise for their efforts. However, at times, children miss out on good-quality educational experiences. Some of the activities are not planned well enough. They do not provide children with a suitable level of challenge. Children quickly lose interest and become disengaged. The available space is not managed as effectively as possible, which, at times, leads to a disorderly environment. This reduces children's learning and enjoyment. Children do not make the progress of which they are capable. Nonetheless, they gain some understanding of numbers. They are encouraged to count during play. Overall, children have positive attitudes. However, the childminder does not promote the highest expectations for all children. For example, she does not consistently encourage children to take responsibilities, such as at mealtimes. As a result, children do not gain good levels of independence. Children develop a sense of right and wrong. They learn the rules and boundaries within the setting. Children behave appropriately.

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

- Since the last inspection, the childminder has increased the opportunities for children to learn about diversity and the wider world. For example, she offers children a variety of books, posters and role-play equipment that positively reflect other cultures and backgrounds. The childminder is proactive in encouraging children to use their home language during play. This helps children to understand the similarities and differences between themselves and others.
- The childminder observes and assesses children's learning. However, she does not always plan an educational programme that is sufficiently challenging and engaging for all children. Some children are not consistently motivated to learn and play.
- Children's good health is not assured. This is because the childminder does not follow effective hygiene practices. For example, on a few occasions, children use the same towel to dry their hands. This does not help to prevent the spread of germs and infection. That said, children have opportunities for exercise and fresh air that support their physical development.
- The childminder uses appropriate strategies to address minor disputes between children, preventing them from escalating. One of the ways she does this is by encouraging children to play cooperatively. Children are beginning to show an understanding of the effects of their behaviour on others.
- Children form positive relationships with their peers and adults in the setting. They receive lots of cuddles and reassurance, which support their emotional well-being effectively.

- The childminder and her co-childminder work well with parents. They share relevant information with parents to keep them informed about their children's learning and development. Parents praise the childminder and her co-childminder highly in their written feedback. They say that they are 'extremely happy' with the service that they and their children receive.
- The childminder and her co-childminder do not make the best possible use of the available space. On some occasions, this limits children's learning and enjoyment.
- The childminder promotes her continuous professional development. For example, she completed training that helped her to gain a better understanding of how to support children's speaking skills, including those with additional needs. This helps children to develop their communication and language skills.
- At times, the childminder and her co-childminder do not make effective use of opportunities that arise to encourage children to take responsibility for small tasks. This does not fully support children's independence skills.
- The childminder evaluates the quality of the provision with her co-childminder. However, this is not rigorous enough. They have not identified the weaknesses in their practice. Nevertheless, the childminder and her co-childminder show positive attitudes to raising standards for the benefit of the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder takes appropriate steps to ensure the safety of children in her care. For example, she checks that the fire detection and control equipment in her home is in working condition. The childminder attends training to keep abreast of child protection issues. She shows a suitable knowledge of signs and symptoms of abuse and the reporting procedures to protect a child's welfare. The supervision of children is effective. The childminder ensures that children are within her sight or hearing to help keep them safe. However, the childminder does not ensure that children's good health is sufficiently supported.

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
plan an educational programme that is suitably challenging and engaging for each child in all of the areas of learning and development	17/04/2020

ensure hygiene practices are consistently good to help protect children from germs and infection.	17/04/2020
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To further improve the quality of the early years provision, the provider should:

- manage the available space more effectively to maximise children's learning and enjoyment
- make use of opportunities that arise to develop children's independence skills
- develop the self-evaluation process to identify and target all areas for improvement to raise standards of teaching and care.

Setting details

Unique reference number	EY408530
Local authority	Wandsworth
Inspection number	10074460
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	11 January 2016

Information about this early years setting

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

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The inspector held several discussions with the childminder and her co-childminder. She looked at relevant documentation and reviewed evidence of the suitability of adults living in the household.
- The inspector conducted a learning walk with the childminder to understand how they organise the early years curriculum.
- The inspector observed the teaching practice indoors and during the daily routines. She assessed the impact this has on children's learning.
- The inspector read written feedback from parents and took their views into account. She interacted with children at appropriate times during the inspection.

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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