

# Childminder report

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Inspection date:

6 September 2021

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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

Met

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

### **The provision is inadequate**

Children are happy in the childminder's care. However, their safety is compromised at times because the childminder and her assistant have a limited understanding of their legal responsibilities. Breaches of statutory safeguarding and welfare requirements significantly compromise children's safety and well-being. Children are left in the sole charge of an assistant who does not hold a valid paediatric first-aid qualification. Children's safety is placed at risk as the childminder and her assistant have weak knowledge of child protection and wider safeguarding issues.

Despite this, children develop good bonds with the childminder. Children enjoy the outdoor space. They develop their physical skills, for instance as they play on the slide and as they scoop sand in the sand pit. Children are keen to take part in activities, such as exploring cooked spaghetti. However, sometimes activities are not challenging enough and do not stimulate children's curiosity or bring on their learning and development.

The childminder does not have high expectations for every child, or have clear learning intentions for the activities she provides. Her interactions lack direction and challenge. In addition, she does not organise the environment and opportunities well enough to make play accessible for children. The learning environment is poor. Children are offered little choice in their play. As a result, they wander and are not engaged in play that encourages them to explore, concentrate and develop their own ideas. Children are not learning how to behave well or develop positive social skills. For example, some children take things off less confident children. Their behaviour is not corrected by the childminder, resulting in an environment that is disorderly at times.

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

- The childminder offers a narrow programme of activities which are not challenging enough for children to make sufficient progress in their learning and development. For example, when children are provided with an opportunity to play with pasta, the childminder provides a limited focus on supporting their communication, including speaking and listening skills. She fails to focus her interactions to help children hear and practise a wide range of vocabulary in their play. Children lack challenge, become disinterested and walk away from the activity.
- The curriculum is poor and does not meet the children's individual needs. The childminder does not place enough focus on the younger children's learning and development across the prime areas of learning. The childminder has insufficient understanding of what children know and can do, and what they need to learn next.

- The childminder does not help children to learn about expected behaviour or boundaries. Children demonstrate a lack of respect for each other. For example, children throw sand at other children, and this is not challenged by the childminder. This leads to children who are less confident than others not feeling safe and secure.
- The childminder provides limited resources for children. The learning environment does not provide children with a range of activities to help them make the best possible progress in all areas of learning. Some of the resources the childminder does have are not accessible to children. This prevents children from making independent choices in their play and selecting resources with ease.
- Since the COVID-19 (coronavirus) pandemic, the childminder has made some adaptations to her practice. Parents do not come into her home at drop-off and collection times. Parents report that they are happy with the childminder's care and support. The childminder gathers relevant information from parents before their child attends. She shares information daily with parents about their child's day and what they have enjoyed. However, she fails to inform parents about her staffing arrangements.
- Children learn about hygiene practices, such as washing their hands before eating. However, the childminder fails to ensure the environment and resources for children are always clean. This puts children's health and well-being at risk. The childminder provides children with healthy snacks and home-cooked meals.
- The childminder does not maintain a written record of the children's daily attendance, including their arrival and departure times. Therefore, children's safety and welfare are at risk.
- While it is recognised that the COVID-19 pandemic has impacted on the delivery of some training, the childminder and her assistant have not undertaken any professional development opportunities since the last inspection. This has impacted on the childminder's failure to identify all weaknesses within her practice, including her knowledge of safeguarding and her understanding of how to help children learn and develop.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder and her assistant have not attended safeguarding training or kept their knowledge up to date. Their safeguarding knowledge is weak. The assistant does not understand how to identify possible signs of abuse or neglect. The childminder and her assistant do not have sufficient understanding of wider safeguarding issues. For example, they do not know about their responsibilities under the 'Prevent' duty guidance. The childminder does not ensure that people who have sole charge of children have a current and full paediatric first-aid certificate. While the childminder knows the procedure for reporting concerns, she does not ensure that her assistant knows the procedure for reporting concerns they may have about a child. These breaches compromise children's safety.

## What does the setting need to do to improve?

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	Due date
provide training to assistants to ensure they understand the safeguarding policy and procedures and ensure they have up-to-date knowledge of safeguarding issues; the training must enable assistants to identify potential indicators which might suggest children are at risk of harm	10/11/2021
improve safeguarding knowledge, including recognising possible signs and symptoms of abuse and the wider aspects of child protection such as 'Prevent' duty guidance, to be able to keep children safe	10/11/2021
ensure that any assistant who might be in sole charge of the children for any period of time holds a full and current paediatric first-aid qualification	10/11/2021
implement effective hygiene procedures for children to prevent the spread of germs and infection, including appropriate hygiene practices, to ensure the premises and resources for children are clean	10/11/2021
ensure an accurate record of children's attendance is maintained, including the children's arrival and departure times	10/11/2021
ensure that children's behaviour and conduct are managed consistently and effectively, so that children learn about expected behaviours and how to treat each other with respect and kindness	10/11/2021

ensure information is shared with parents regarding staffing in the setting, including any assistants/co-childminders	10/11/2021
improve self-evaluation and professional development so that weaknesses in teaching and understanding of the curriculum are swiftly identified and addressed.	10/11/2021

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

	<b>Due date</b>
improve knowledge and understanding of the areas of children's learning to raise the quality of teaching, to ensure children are consistently engaged, and provide them with stimulating, challenging play and learning experiences that help them to make good progress	10/11/2021
improve the quality of interactions with children and support for their learning and development, with particular regard to communication and language development	10/11/2021
review and improve the organisation of resources for toddlers, to optimise their independent play, exploration and engagement.	10/11/2021

## Setting details

<b>Unique reference number</b>	EY450320
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10104870
<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 at time of inspection</b>	1 to 6
<b>Total number of places</b>	4
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	21 June 2016

## Information about this early years setting

The childminder registered in 2012. She lives in the London Borough of Wandsworth. The childminder provides childcare Monday to Friday from 8am to 6pm, during term time only. She holds a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Frances Oliver

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- The inspector and the childminder carried out a learning walk and discussed the educational programme.
- The inspector spoke with the childminder and her assistant at appropriate times during the inspection.
- The inspector observed the interactions between the childminder and the children, and the impact this has on children's learning.
- The inspector looked at a range of documentation, including the childminder's qualifications and suitability of members of the household.
- The inspector spoke to parents and took account of their views.

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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