

Childminder report

Inspection date:

21 September 2021

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not have a secure understanding of how to implement the early years foundation stage (EYFS) requirements. She does not have a system in place to record children's daily attendance. This means she is unable to monitor non-attendance and ensure she is able to recognise any patterns in children's absence, which may indicate a cause for concern. This fails to keep children safe. The childminder finds out what children like and uses this to help her plan activities for them. Children engage in self-chosen activities. However, the childminder does not have high enough expectations of children who attend at her setting. She does not make effective use of her ongoing assessment of children's development to ensure that activities fully support their next steps in learning. Children have access to a variety of resources in the environment. However, these lack challenge and do not help children to make the progress that they are capable of.

Nonetheless, children settle in to the setting quickly. They are happy and content in the childminder's care. Children behave well and develop independence skills. For instance, young children operate a hand-held electric vacuum cleaner to assist with tidy-up time. They attend to their toileting needs independently. They are encouraged to wash their hands and dry them, and do so without support.

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

- The childminder fails meet all requirements. She does not maintain an accurate attendance register. This does not ensure that records confirm the children present each day and could put children at risk in case of an emergency. This has a negative impact on children's safety.
- The childminder does not seek useful professional development opportunities to help her develop her knowledge and keep up to date with legislation. She does not successfully identify weaknesses in her understanding of the EYFS requirements and recognise when she is in breach of these. For example, she does not understand that she is required to complete a progress check for two-year-old children to identify the strengths and weaknesses in children's learning and to share this information with parents/carers and other professionals. This means that any emerging delays in children's development are not swiftly recognised and dealt with in order to ensure that children get the support they need in a timely manner.
- The childminder does not have a clear intent for what she wants children to achieve across the seven areas of learning. She does not gather enough information during her ongoing assessment processes to help her plan for children's individual needs. Therefore, some activities are not stimulating enough and children quickly lose focus. This hinders children's learning and the progress

they make.

- Partnerships with parents are not strong enough. The childminder provides information to parents about the activities that the children take part in. However, she does not share detailed information about children's progress and what their next steps are. She does not inform parents of how they can help support their child's learning at home to help aid children's development and promote continuity. The childminder does not always gather enough information about children when they start at the setting to ensure children's learning needs are fully supported from the outset.
- Despite the breaches to requirements, the childminder forms secure relationships with children. Children eat healthy food and snacks while in the childminder's care. They have opportunities to be physically active, such as during trips to the local park, to help support their health and physical well-being. Children develop some skills well, such as being responsible. For instance, they help to tidy up toys and put them away. The childminder praises children when they follow instructions to help them learn when they have done something correctly. She acts as a positive role model and helps to support children to learn good manners.
- The childminder provides some opportunities for children to join in with conversation and practise their communication skills. For instance, during an activity about teeth brushing, children use words they already know in context, such as 'hygienist', and practise using these words in the correct way. However, opportunities for children to build on their vocabulary are not always provided. This impacts on the progress children are able to make in their language skills and does not help to prepare them well for their future learning.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder understands the procedures to follow in the event of a safeguarding concern about children. She recognises the possible signs that may indicate a child is at risk of harm. She is aware of some wider safeguarding issues that may impact on children's welfare. However, the childminder does not implement procedures to record children's non-attendance to ensure that there is a clear record of whether a child was or was not in her care if there ever was a safeguarding concern. This puts children at risk. The childminder's premises are safe. She attends mandatory training, such as paediatric first aid, to ensure she is able to provide first aid to a child if required.

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
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complete a written summary of children's progress between the ages of two and three years for all children and ensure this is shared with parents and other relevant agencies	07/10/2021
improve communication with parents to ensure an ongoing two-way flow of information that helps them to know what children's individual achievements are and how to support their development at home	07/10/2021
develop plans for children's learning across the seven areas to ensure activities are meaningful, have a clear purpose and help children to achieve their next steps and make good levels of progress	07/10/2021
improve assessment procedures to gather detailed information about what children can do in all areas of learning and use this to decide what children need to learn next	07/10/2021
keep an accurate written record of children's daily hours of attendance.	07/10/2021

Setting details

Unique reference number	107274
Local authority	Southwark
Inspection number	10106081
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	2 to 10
Total number of places	4
Number of children on roll	4
Date of previous inspection	19 November 2014

Information about this early years setting

The childminder registered in 1997. She lives in Dulwich, in the London Borough of Southwark. The childminder offers care each weekday, all year round.

Information about this inspection

Inspector

Komla Dartey-Zaffar

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The childminder informed the inspector about how the early years curriculum is organised and how she supports children's learning and development.
- The inspector observed the quality of education during activities and assessed the impact on children's learning.
- Parents' feedback was gathered and considered.
- The childminder and inspector completed a joint observation of an activity to review the quality of education together.
- The inspector viewed a selection of documents, such as policies and suitability records.

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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