

Childminder report

Inspection date: 12 October 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children do not thrive at this setting because the childminder does not know how to provide good quality education. Additionally, the childminder's lack of understanding of, and adherence to, the early years foundation stage (EYFS) compromises children's welfare. There is no clear purpose to the activities the childminder provides for children. For example, the childminder sits beside babies while they investigate a pretend cooker. Babies offer the childminder the plates and various plastic food. However, the childminder's interactions with babies are poor. For example, the childminder names the plastic objects, uses over-simplified language and doesn't play along with them. This does not help babies, particularly those learning to speak English as an additional language, develop communication and widen their vocabulary.

The childminder is not in tune with what babies need and does not know how to sustain their interest. For example, when babies make noises along with the childminder singing a nursery rhyme to them, the childminder does not notice. Singing stops, and they move on to the next toy. The childminder does not support children's emotional well-being effectively. Babies' attempts to convey that they want their parents, or need to sleep, go unacknowledged by the childminder. This lack of value for children's communication and individual needs does not help babies to develop a positive sense of self-worth. Neither does it model respect for, and communication with, others.

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

- Ofsted has previously set actions for the childminder to improve the quality of education. The childminder has undertaken training to address weaknesses since the last inspection. However, the quality of education remains poor. The childminder lacks fundamental understanding of how to support children's development and how to help them make the best possible progress in their learning. The childminder has continuously failed to improve knowledge of how children learn best. This demonstrates a lack of capacity to improve and, consequently, children are not well prepared for their next stage of development.
- The childminder knows about non-statutory guidance that can support providers to implement an effective curriculum. However, there is no curriculum in place for children. The childminder does not understand how to plan appropriate learning experiences for children, depending on their needs. Children can choose what to play with from a limited range of resources, and their learning is incidental.
- The childminder does not understand the different areas of learning and what children need to know and be able to do to be successful later on. The

childminder can repeat information from the EYFS but does not know how to implement it in practice. Methods of teaching are not appropriate to children's age and stage of development. For example, the childminder wants children to learn counting and the alphabet before they are ready.

- The childminder does not do enough to support children's communication and language development. This is particularly significant for children who are learning to speak English as an additional language. For example, the childminder is unclear what languages children speak at home or their abilities in those languages. The quality of the childminder's spoken interactions with children are poor. This limits children's ability to learn a wide vocabulary and how to engage in conversation. It also restricts children's knowledge.
- Babies enjoy throwing small balls and knocking down towers the childminder has built. However, the childminder does not use these skills and interests to encourage children's further physical development.
- The childminder does not fully understand their role in meeting the statutory requirements of the EYFS. For example, the childminder has a poor understanding of the role of the key person. As a result, children's individual learning, cultural and dietary needs are not met. The childminder does not use information from parents to understand children's uniqueness, their previous experiences, food preferences and routines.
- The childminder does not understand the importance of healthy sleep routines and providing access to fresh drinking water. This is despite Ofsted previously raising an action about ensuring children have access to fresh drinking water at all times. This further demonstrates lack of capacity to sustain improvement and inhibits children's ability to learn and develop habits for a healthy lifestyle.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have enough knowledge and understanding of their responsibilities to safeguard children. The childminder is aware of safeguarding concerns that children and young people face in the local community. However, the childminder does not know how to support children in learning to keep themselves safe from such risks. The childminder is not confident in when, and who, to refer safeguarding concerns to. Neither do they fully understand the role of local authority safeguarding officers, such as the designated officer. Insufficient understanding of safeguarding responsibilities puts children at potential risk of harm.

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
improve knowledge and understanding of the early years foundation stage to be able to meet all requirements and provide children with good quality care and education	29/10/2021
improve knowledge and understanding of safeguarding responsibilities, including the procedures to follow when there are concerns about children and how to support children's learning in how to keep themselves safe	29/10/2021
develop understanding of the role of the key person in order to know enough about children to be able to meet their individual learning and care needs, as well as their cultural and dietary requirements	29/10/2021
ensure fresh drinking water is available and accessible to children at all times.	29/10/2021

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

	Due date
improve understanding of child development and how to support children's learning at different ages and stages	20/11/2021
put in place a curriculum for children across the seven areas of learning that values their uniqueness and builds on their interests, previous experiences and what they know and can do already	20/11/2021
value the importance of children's home languages and provide children with opportunities to use these languages in their play, as well as providing them with good quality opportunities to develop their use and understanding of English.	20/11/2021

Setting details

Unique reference number	EY291433
Local authority	Wandsworth
Inspection number	10129334
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 1
Total number of places	2
Number of children on roll	1
Date of previous inspection	16 October 2019

Information about this early years setting

The childminder registered in 2004 and lives in Tooting, in the London Borough of Wandsworth. She operates all year round, from 7am to 7.30pm, Monday to Friday, except bank holidays and family holidays. The childminder is available to collect children from the local school. She speaks English and Portuguese.

Information about this inspection

Inspector

Sam Sleeman-Boss

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder talked to the inspector about what they want children to learn and they discussed the effectiveness of how they implement the curriculum.
- The inspector observed interactions between the childminder and children.
- The childminder shared how they work with parents and the inspector assessed the effectiveness of this.
- The inspector looked at documents relating to the suitability of all those living or working on the premises and the childminder's paediatric first-aid certificate.

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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