

# Childminder report

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Inspection date: 14 January 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Requires improvement

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

### **The provision is inadequate**

Children's safety and welfare are not supported, as the childminder does not have adequate knowledge of safeguarding matters. She is unaware of how to act if there is an allegation made against her or her household members. The childminder is unaware of female genital mutilation (FGM) and how to identify potential signs and protect children from this procedure.

Despite this, children make good progress because the childminder has high expectations of what children can achieve. Children are never bored and happily explore the learning environments, indoors and outdoors. They enjoy sensory activities, such as sand play, and confidently learn to make marks with different media. Children learn to behave well and follow good manners. They learn to share. Children naturally learn how to lead healthy lifestyles, including through regular play in the fresh air and healthy nutrition.

The childminder has remained open during the COVID-19 pandemic. However, some children did not attend. The childminder continued to communicate with families during this time to ensure children were developing. She reassessed children's progress on their return. Children receive appropriate support from the childminder, to help them catch up with their learning and development.

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

- Although the childminder has focused on her professional development via training to enhance the quality of education, she has failed to keep up to date with safeguarding matters.
- The childminder is unaware of FGM. She does not know what would concern her and this means she is unable to safeguard children. In addition, she is unaware of what to do in the event of an allegation made against her or any of her household members. This comprises children's safety and well-being.
- Since the last inspection, the childminder has improved hygiene procedures to prevent the spread of infections. For example, children now use paper towels when they dry their hands. The childminder keeps her premises clean and teaches children how to wash their hands correctly.
- The childminder is caring and approachable. Children settle in quickly and form close bonds with her.
- The childminder ensures children are physically active. Children enjoy daily walks to local parks and playgrounds.
- Children use a range of age-appropriate tools and resources, such as tweezers, to help their small-muscle movements.
- The childminder knows children well. She can identify when children are not developing within expectations. The childminder knows how to voice her

concerns about children's development. She acts quickly to provide support and help children develop.

- The childminder offers a range of opportunities for children to learn and develop new skills. For example, she plans purposeful activities for children to support their listening and attention skills.
- The childminder helps children to learn about and positively manage their feelings and behaviour. Children learn to be respectful and kind.
- The childminder encourages children to count during play and build on their early mathematical skills. For example, as they transfer pretend snowballs into containers.
- The childminder plans a well-designed curriculum that helps children progress and prepares them for the next stage in learning and the move to school. All children, including those who speak English as an additional language, make good progress in their learning.
- Children are confident and able to communicate their needs. The childminder listens to their voices and follows their lead.
- Children learn to be independent as the childminder provides them with appropriate opportunities to manage tasks for themselves. For example, they learn to put their coats on and help to prepare snacks.
- The childminder works alongside her co-childminder husband and, occasionally, uses her assistant. They regularly communicate about how to support individual children.
- Children are imaginative and enjoy acting out stories. For example, they pretend they are three little pigs chased by a big bad wolf.
- Parents speak highly about the childminder. They are happy with the level of care their children receive. The childminder regularly communicates with parents about their children's day and the activities their children enjoy. This helps parents to continue children's learning at home.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder's poor knowledge of safeguarding issues compromises children's safety and well-being. She is unaware of how to recognise that a child may be at risk of FGM. In addition, the childminder does not know what to do in the event of an allegation being made against her or anyone living and/or working with her. Nevertheless, she teaches children how to keep safe. For example, by her regular risk assessments and teaching children not to run but walk inside the house.

## 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:**

	<b>Due date</b>
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develop knowledge and understanding of safeguarding issues, in particular female genital mutilation	04/02/2022
develop knowledge of what to do in the event of allegations against the provider or a member of the household.	04/02/2022

## Setting details

<b>Unique reference number</b>	EY408530
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10149819
<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 15
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	6 March 2020

## 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, occasionally, uses her assistant. The childminder offers their service from 7.30am until 7.15pm, Monday to Friday, all year round. The childminder holds a relevant childcare qualification.

## Information about this inspection

### Inspector

Katarina Hustava

### Inspection activities

- This was the first inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector viewed all areas available for childminding.
- The inspector held discussions with the childminder about her understanding of how to safeguard children and to promote their learning.
- The inspector observed the children playing and observed the childminder's interactions with children.
- The inspector spoke to one parent and read some written parental feedback provided for the purpose of the inspection.
- The inspector talked to the childminder and children at various points during the inspection.
- The inspector reviewed a range of documentation and discussed this with the childminder.

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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