

Childminder report

Inspection date:

7 September 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are compromised because the childminder does not ensure that assistants who work with children are fully vetted when they are recruited. The childminder has failed to inform Ofsted about assistants working in her home, this means that the required suitability checks have not been completed.

Children's interests and starting points are considered in the childminder's planning. However, her lack of understanding of child development means that activities are not appropriate for the age of the children in her care. This impacts on children's learning and development. Children do not receive support to understand the impact of their behaviour on others. For example, when children hurt or snatch from each other, the childminder and her assistants do not talk to the children about their behaviour.

The childminder shows respect for children, for example, she asks permission before changing their nappies and she speaks to them with a gentle voice. Despite the weaknesses in the childminders practice, children have built good relationships with her and are generally happy in her care.

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

- The childminder and her assistant's interactions do not consistently support children to engage in play. At times, limited resources are provided for planned activities. This prevents children from making independent choices in their play and children lose interest in the activities.
- Young children are strapped in seats on the floor for long periods when transitioning from one part of the routine, such as after breakfast and lunchtimes. This limits their interactions with each other and stops them from accessing and exploring resources, for example, when children drop toys that they are playing with they are unable to reach them. As a result, their play and learning experiences end prematurely.
- The childminder and her assistants do not create enough opportunity for children to develop their communication and language skills. They do not model language consistently or effectively. For example, activities such as story time get interrupted to move inside due to bad weather, but do not continue once inside.
- The childminder offers a range of trips and experiences, such as visits to museums and tennis lessons. These activities provide children with experiences they may not have had before.
- The childminder understands the importance of acknowledging children's home languages. She gathers familiar words in the child's home language to support

them through their settling-in period. She uses flash cards and word books to support children to learn English.

- Children do not benefit from dedicated support and attention to help them settle in and build emotional security. For instance, unsettled children are left alone and upset for long periods. The childminder and her assistants fail to provide these children with adequate emotional support when they are distressed. Children are not supported to understand or express their own feelings. This impacts their personal, social and emotional development.
- The childminder provides healthy meals and children have access to fresh drinking water throughout the day. The childminder and her assistants support children's physical development. They ensure the children get daily exercise with regular access to the garden and resources such as the slide and bicycles.
- The childminder and her assistants do not ensure good health and safety measures, for example, they do not consistently promote good hygiene with children, such as handwashing. Children are given snacks without washing their hands after playing in the garden. In addition, they do not consider the possible safety risks posed by allowing children to walk around while eating.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in leadership and management mean children's health and safety is not assured. The childminder and her assistants demonstrate a general understanding of what they must do if they have a concern regarding a child's welfare. The childminder completes risk assessments of her premises before children arrive. The childminder attends mandatory training, such as safeguarding and paediatric first aid.

What does the setting need to do to improve?

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

	Due date
update knowledge and understanding of necessary checks to be completed to establish the suitability of anyone who works on the premises	21/10/2022
plan and provide challenging and enjoyable activities for children to learn and develop in all areas, particularly in their communication and language development	21/10/2022

target training and professional development to improve the quality of teaching and education to a consistently good level	21/10/2022
ensure that all children's emotional needs are met, particularly children who are newer to the setting	21/10/2022
identify risks to children's safety, particularly in regard to when children are eating, and take steps to reduce all identified risks to keep children safe	21/10/2022
ensure good health and hygiene practices are in place so that children learn the importance of good hygiene.	21/10/2022

Setting details

Unique reference number	2546460
Local authority	Wandsworth
Inspection number	10248625
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	8
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Southfields, in the London Borough of Wandsworth. She operates a service from 8am to 6pm, every weekday for most of the year. The childminder currently works with up to two assistants.

Information about this inspection

Inspector
Katie Smith

Inspection activities

- This was the first routine inspection the childminder 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 inspection was carried out as a result of a risk assessment, following information received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector talked to assistants at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and her assistants and children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of assistants working 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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