

# Childminder report

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Inspection date:

5 January 2023

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### The provision requires improvement

Children are happy and feel safe and secure in this home-from-home environment. Babies who are new to the setting enjoy lots of attention and cuddles, which supports them to form secure and close relationships with the childminder. Children form positive relationships with each other as they play together. For instance, they grasp each other's hands and rock back and forth as the childminder sings, 'Row, row, row your boat.'

Children have access to a wide range of exciting resources. However, they have limited opportunities to make their own choices and follow their interests, as their play is heavily adult-led. For instance, the childminder interrupts children's play with items of their own choosing so that they can focus on and engage with resources chosen by her. Despite this, children persist and are later able to revisit their self-chosen activities.

Overall, children behave well although, at times, the childminder is not consistent in how she supports children's behaviour. For example, children are initially asked not to knock items over, but when this continues the childminder picks up the items without reinforcing her expectations.

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

- The childminder has not addressed her previous recommendations sufficiently. She is clear about what she wants children to learn and the environment supports her intent. Children make progress from their starting points. For instance, toddlers use a mixture of gestures, babbles and some words to communicate their wants and needs. However, children are rarely allowed to lead their own play or develop their creative and imaginative skills. As a result, they do not benefit fully from the educational opportunities available to them.
- The childminder supports children's communication and language skills well. Children benefit from singing songs and reading lots of stories. For instance, the childminder names a variety of items and animals as she reads. Children learn new words and copy them. This helps build on the range of their vocabulary and supports the development of their early literacy skills.
- Children show positive attitudes towards learning. The childminder is enthusiastic as she interacts with them, and this helps children engage in their learning. The childminder gives children lots of praise and celebrates their successes. For example, she claps her hands and cheers as children persevere and fit blocks together. This helps build their confidence and self-esteem.
- Children's social skills are developing well. They are learning how to share and take turns with each other. For instance, toddlers offer instruments to babies as they play. The childminder takes children on daily trips to playgroups, to the

park and they meet up with other childminders and their children. This helps build their confidence as they learn how to interact with others in situations that are not always familiar to them.

- The childminder is not consistent when teaching children about how they should behave in order to help deepen their understanding about behavioural expectations. This hinders the progress children make in their personal, social and emotional development.
- Children drink water and feed themselves snack independently. However, there are times when the childminder does not allow children to try things for themselves, even though they are capable. For instance, she feeds toddlers and babies their lunch. Children do not make good levels of progress in this area.
- The childminder helps children learn about what makes them unique. She teaches children words in Akan and cooks jollof rice and plantain for them to eat. The childminder teaches children to respect everyone in their community. For instance, children learn about Black History Month, Chinese New Year and Eid. This helps prepare them for life in modern Britain.
- Partnerships with parents are positive. Parents are happy with the care and support in their learning that children receive. The childminder supports parents with children's learning at home by having daily conversations with parents and inviting them to observe their children at playgroups. She also liaises with nurseries that the children attend, and this supports the continuity of their care and learning.
- The childminder has kept up to date with required training, such as paediatric first aid. With support, she is able to reflect on her practice. The childminder understands the shortcomings in her practice. She is keen to attend training to raise the standard of education to a good level and help children make as much progress as possible.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses regular training to help her safeguard children. This includes keeping her knowledge of child protection issues up to date. The childminder demonstrates a good understanding of how to protect the children in her care. She knows how to identify possible signs of abuse and understands the procedure to follow if she has concerns about a child's welfare. Children learn about how to keep themselves safe. For instance, the childminder teaches children that they must not put too much food in their mouths when eating or they might choke.

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

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

	Due date
allow children to lead their own play and follow their interests, taking into account the characteristics of effective learning, particularly playing, exploring and creating, so that children benefit fully from the educational opportunities available to them and make as much progress as possible	23/02/2023
implement an effective programme of professional development to improve knowledge and skills around child-initiated learning, to raise the quality of education to a good level.	23/02/2023

**To further improve the quality of the early years provision, the provider should:**

- improve knowledge of how to manage children's behaviour so children understand the behavioural expectations and why they are necessary
- help children develop greater independence and manage as much as they can for themselves.

## Setting details

<b>Unique reference number</b>	122866
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10234120
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	16 March 2017

## Information about this early years setting

The childminder registered in 1990. She lives in Balham, located in the London Borough of Wandsworth. The childminder provides care for children from Monday to Friday, from 7.45am to 6pm, for most of the year.

## Information about this inspection

### Inspector

Jacquie Brown

### Inspection activities

- This is the first routine inspection the childminder has 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 childminder took the inspector on a learning walk around the setting.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The inspector spoke to parents to gain their views about the setting.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children and assessed the impact that this was having on children's learning.
- The childminder and the inspector completed a joint evaluation of an activity.

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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