

Childminder report

Inspection date:

20 December 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

Breaches in the statutory requirements compromise children's health and well-being. Children do not learn about how to stay safe, and expectations of their behaviour are neither clear or ambitious. The childminder does not manage children's behaviour effectively. For example, when they throw toys around the room or climb furniture, she does not explain to them why that is not acceptable or safe.

Children do not make good progress in their learning due to weaknesses in the childminder's knowledge and skills on how to implement a curriculum that is focused on children's needs and next steps. Despite this, children share a close bond with the childminder. She comforts them and reassures them if they need it. The childminder has poor understanding of how to promote an inclusive environment and teach children about the world beyond their own. As a result, they do not learn about the things that make them, and others, unique.

Children have a range of resources available and access them freely. They have some opportunities to listen to songs and stories during the day. However, the childminder does not follow children's interests, and plans activities that do not meet their needs. Children are not encouraged to do things their own way. They are rushed from one activity to the other. This does not support their learning and engagement.

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

- The childminder does not meet children's health and well-being needs sufficiently well. For example, young children do not have access to drinking water or their nappies checked for long periods. Despite this, the premises are safe and secure. The childminder shows good awareness of safety around the house. For example, she locks the main front door and keeps the key away from children's reach.
- The childminder does not support children's understanding of safe behaviours. For example, when they climb furniture, she does not speak with them about why that could be dangerous. As a result, they do not learn about how to safely manage risks and protect themselves from harm.
- The childminder has poor understanding of how to implement a curriculum that is ambitious and meets children's next steps. Ongoing assessments are not effective at identifying their needs and do not support children in making progress.
- Activities are too advanced for the ages of children and that impacts on their ability to make progress. For example, the childminder is focused on teaching numbers and colours when children do not yet have the language or

understanding for this. As a result, they become confused and disengaged.

- The childminder does not communicate effectively with children about what is happening and what is expected of them. For example, she picks them up from the floor without warning and the activities start and finish without a clear explanation. This does not support children's understanding of the routine and does not help them feel settled.
- The childminder does not effectively identify or use children's interests to keep them engaged and motivated in their own learning. For example, when children copy an adult using a laptop, she takes the child away and does not explore that interest further.
- The quality of interactions is poor and does not successfully support children's communication and language. For example, the childminder speaks to young children in long sentences and gives too many instructions at once. This means they do not acquire the vocabulary or skills to become competent communicators.
- Children are not encouraged to do things for themselves or be independent in their needs. For example, during activities, the childminder holds their hands to do things a certain way. This means children are not free to express themselves and do things their own way.
- The childminder has not kept her skills and knowledge of children's development up to date. She does not demonstrate a good enough understanding of the statutory framework to be able to provide a good quality of care and education.
- The childminder shares with parents details of their child's day on a daily basis, such as sleep or food intake. She has discussions about healthy eating and encourages parents to reflect on the quality of food they provide. This means children benefit from a positive relationship between adults who care for them.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not safeguard children sufficiently well due to weakness in how she meets children's health and well-being needs. She has appropriate knowledge of safeguarding and child protection issues, including female genital mutilation and child marriage. The childminder identifies some signs and symptoms of abuse. She knows about the 'Prevent' duty and radicalisation and knows what to do if she has concerns. The childminder is aware of who to contact if she suspects a child might be at risk of abuse or if an allegation is made against herself or a household member. She knows what to do in case of medical emergencies.

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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make sure children's health and well-being needs are met at all times, including having fresh drinking water available	21/12/2022
implement behaviour management strategies that support children's understanding of boundaries, expectations and risks	03/01/2023
undertake relevant professional development opportunities to enhance the quality of the learning experiences given to children and address weakness in the provision	03/01/2023
implement a robust curriculum that meets children's needs and next steps, follows their interests and supports their development in all areas of learning	03/01/2023
implement a system where children's progress is accurately identified and used to promote children's development	03/01/2023
improve the quality of interactions to fully promote children's engagement and help them make good progress, particularly in their communication and language skills	03/01/2023
provide opportunities for children to do things their own way to promote their creativity and independence.	03/01/2023

Setting details

Unique reference number	2595410
Local authority	Lewisham
Inspection number	10251374
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives and works in the London Borough of Lewisham. The childminder provides childcare from 8am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Sonia Ferreira

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 setting.
- The childminder and inspector held discussions about the curriculum.
- The inspector observed the childminder implementing an activity and jointly evaluated it.
- The inspector observed the interactions between the childminder and the children, and spoke with her at appropriate times.
- The childminder met with the inspector to discuss the leadership and management of the setting.
- The inspector reviewed documents relevant to the inspection process.

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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