

Childminder report

Inspection date:

20 March 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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

There is a significant breach of statutory requirements that compromises children's safety and well-being. The childminder sometimes leaves children alone with an assistant whose suitability is not verified. Despite weaknesses, children are happy, settle quickly in this setting and form warm bonds with the childminder and her assistant. For instance, new children receive close attention and cuddles when they become overtired and tearful.

Generally, children have positive attitudes towards play and learning. Older children build bonds and develop their early literacy and communication and language skills as they share books together. Toddlers develop their small muscle movements and persevere as they rebuild a tower of bricks when it topples over. Yet, there are times during adult led activities when some children lose focus.

Children learn how to do things for themselves. They tip rubbish in the bin after eating their snack and use tissues to wipe their noses. Children learn how to keep themselves safe. Adults talk to them about what might happen if they lean back too far while sitting on a chair. Children are confident around visitors and say 'hello' to them and wave goodbye.

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

- Although the childminder has not received a letter of suitability from Ofsted for her assistant, she allows her to spend time with children unsupervised. As a result, children's safety cannot be assured.
- The childminder does not always consider children's individual needs and interests during adult-led activities. Although children make progress from their starting points, it is not as much as they should do. For example, children of all ages take part in a structured floating and sinking activity and at times find it difficult to focus.
- The childminder and her assistant observe children and make accurate assessments of their abilities. Adults challenge toddlers as they encourage them to answer simple questions at story time. However, there are times when older children do not face the challenge they need to help get them ready for the next stage of learning. For instance, adults do not find out children's ideas first before telling them what has happened during an experiment.
- Children with special educational needs and/or disabilities are well supported. The childminder works closely with parents and professionals involved in children's care to support the progress they make. For instance, children use visuals to express some of their wants and needs.
- Adults support children with their mathematical development. They sing number songs with them, model using one number name for each item and use

mathematical language, like 'under' and 'on top.' This supports children's understanding of early mathematical concepts.

- Staff support children's communication and language skills. They provide a narrative and use sign language and visuals for children who find it difficult to express themselves fully. They have back and forth conversations with older children and introduce new vocabulary, like 'stir' and 'pour.' Older children use storybook language as they read familiar books and younger children request and sing favourite nursery rhymes.
- The childminder and her assistant have high expectations for behaviour and children behave well. Adults model good manners and give children high praise when they say, 'please, thank you,' or 'excuse me'. They talk to children about their emotions when they become upset or frustrated. This helps children calm down quickly and supports their learning about beginning to manage their own behaviour.
- Children learn about similarities and differences between themselves and others. For instance, children learn words in their friend's home languages and learn how to communicate in sign language. This helps all children feel welcome. Adults teach children about festivals like Diwali and Burn's Night to help prepare them for life in modern Britain.
- Children learn about their local community and the world around them. They go for daily walks to the park or along the river Thames. They visit their local café, look at the menu and pay for items and take part in forest school each week.
- The childminder and her assistant complete mandatory training and the childminder has taken a variety of additional courses, like early years speech and language and children's personal, social and emotional development. She provides support and guidance to her assistant. However, this has not resulted in her providing consistently good quality learning experiences for children in her care.
- Parent partnerships are positive. Parents complete questionnaires regularly, so that they can provide feedback about the setting. They say that the childminder's educational activities are 'superb' and that she keeps them up to date about their child's progress and gives advice about how to support them with their learning at home.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder allows her assistant spend time alone with children before she has received her letter of suitability from Ofsted. This compromises children's safety. However, the childminder and her assistant are able to identify signs of abuse that may indicate a child is at risk of harm. They also know the procedures to follow in the event of a concern about a child in their care.

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
ensure an assistant's suitability checks have been completed before letting them spend unsupervised time with children	21/04/2023
plan and deliver a curriculum that consistently takes into account children's interests and individual needs, so that they make as much progress as possible	21/04/2023
enhance the quality of interactions and learning experiences with children, so that all children are challenged in their learning to support the progress they make.	21/04/2023

Setting details

Unique reference number	2600999
Local authority	Greenwich
Inspection number	10263691
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 4
Total number of places	8
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Thamesmead in the London Borough of Greenwich. She operates her service all year round from Monday to Friday from 8am until 5pm. She works with an assistant.

Information about this inspection

Inspector

Jacquie Brown

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 the inspector discussed how the early years setting was organised and how the childminder plans her curriculum for the children.
- The inspector observed children's play and interactions with one another and the childminder and her assistant and considered the impact of these on children's learning.
- The inspector spoke to children and the childminder and her assistant at appropriate times during play.
- The inspector took account of parent's views.
- The inspector scrutinised a range of relevant documents.

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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