

Childminder report

Inspection date: 19 August 2024

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

The childminder has a poor understanding of and has failed to comply with the requirements of the statutory framework for the early years foundation stage. She has not ensured the suitability of new household members and has not kept her knowledge of safeguarding and child protection procedures up to date. For example, the childminder does not know the correct procedures to report concerns of abuse to children or allegations against herself. Therefore, children's safety is not assured. Despite this, the childminder is warm and kind towards the children. She cuddles and reassures them when they are upset.

The childminder does not have a clear and ambitious curriculum for children. She is not clear on what she wants children to learn and how she will help them progress in their learning. Despite this, some learning happens during children's play. They repeat new words such as 'squish' and attempt to count the blocks in a tower. The childminder reads stories and sings songs. She helps children recall actions in songs, which they imitate with ease. Children are confident to communicate what they want and need. For example, they say 'no' when the childminder asks them if they want to eat more. They point at things and attempt to say simple words.

The childminder is teaching children to be kind towards others and look after their belongings. For example, she asks them to tidy up and keep their hands to themselves if they are getting more agitated. However, children often get disengaged from play and become unsettled due to ineffective routines. This impacts on their well-being and behaviour.

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

- Procedures for the vetting of new household members have not been followed thoroughly to determine their suitability to join the household. In addition, the childminder does not have enough awareness of safeguarding issues or knows the correct procedures to report concerns of abuse to children or allegations against herself. As a result, she does not have the understanding she needs to keep children safe from harm.
- The childminder does not have a clear and ambitious curriculum for children. She does not know children's individual learning next steps and does not provide opportunities that build on what they already know and can do. The childminder does not understand how young children learn and does not plan learning experiences that meet their individual needs. For example, she mentions she wants children to learn about shapes and numbers, however, they do not yet have the language necessary to achieve that. Therefore, children's progress is compromised.
- Interactions are poor. The childminder does not sufficiently engage with

children's play to create learning opportunities that provide children with what they need to make progress. For example, the childminder comments on what children are doing, such as when they play with sand, but does not extend it further. Despite this, she sometimes speaks to some children in their home language and talks about some important events in their lives, such as where they went on holidays and who they saw. This makes them feel unique and valued.

- The childminder provides daily nutritious food to children that they enjoy. She teaches children about how to stay safe and healthy. For example, she talks to them about the importance of drinking water and the importance of washing hands. The childminder offers resources that are easily accessible and that children can choose from independently. However, she tends to do things for children that they could attempt to do themselves, such as put their shoes and coats on. As such, children do not learn how to do things independently.
- Parents say that their children are keen to attend the setting and appreciate the childminder's kindness and warmth. However, they report not being aware of what their children are learning and what their next steps are, in order to continue children's learning at home.
- Routines do not support children's understanding of what is happening and will happen next. Waiting times between routine activities are sometimes too long for children's ages. As a result, children get bored and lose focus.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

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
improve knowledge of safeguarding and child protection procedures to make sure you know what to do and who to contact in case you have concerns about a child being at risk of harm	02/09/2024
ensure that you know what to do and who to contact in case there is an allegation made against yourself or someone who lives in your household	02/09/2024

ensure that all adults living in the premises have undergone suitability checks and are suitable to be with and around children	02/09/2024
establish a curriculum that takes into account children's stages of development, particularly young children, and meets their individual needs	16/09/2024
guide children's development through warm, positive interactions to enable them to fully develop in their learning	16/09/2024
provide opportunities for children to try to do things for themselves and build their independence skills	16/09/2024
ensure that parents are kept informed of their children's learning and next steps to provide continuity in their learning	16/09/2024
establish predictable routines that help children to feel secure and support their engagement and behaviour.	16/09/2024

Setting details

Unique reference number	2713118
Local authority	Merton
Inspection number	10356921
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 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Streatham Vale within the Borough of Merton. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for the month of August and Bank Holidays. She holds a relevant level 2 qualification.

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- 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 the children.
- The inspector carried out an observation of an activity delivered by the childminder and later discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.

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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