

Childminder report

Inspection date:

11 September 2024

Overall effectiveness

Requires improvement

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The childminder demonstrates a clear understanding of her responsibility to keep children safe. She supervises children well and ensures that she knows where they are at all times. The childminder offers children spontaneous cuddles, which supports their emotional well-being effectively. Children respond happily to praise and encouragement from the childminder. However, the childminder is less successful in her role as an educator. The curriculum lacks coherence and sequencing, which limits her ability to provide the appropriate level of challenge to meet children's needs. This is particularly noticeable during planned activities, where learning opportunities are not tailored to children's developmental stages.

Overall, children have positive attitudes towards their learning. They are curious and eager to explore, particularly outdoors. For instance, children show interest in gardening and books. However, the childminder does not use these opportunities sufficiently to build on children's learning. While children's behaviour is generally appropriate for their age, they occasionally become bored and restless. This is due to the weaknesses in the curriculum. This, in turn, leads to unwanted behaviours, such as snatching toys. Additionally, the childminder interrupts children's play to follow set routines. This affects children's enjoyment. Despite these weaknesses, the childminder teaches children effective hygiene practices to prevent the spread of infection.

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

- The childminder enjoys looking after children and supervises them well. She approaches her work warmly and inclusively. Children delight in the presence of the childminder and her family members.
- Although the childminder observes children's learning, she does not use the information consistently to plan and implement a rich and age-appropriate curriculum. At times, the activities she provides do not meet children's interests. Consequently, children tend to lose focus and move quickly from activity to activity. This lack of sustained engagement limits all children's ability to make the progress they can achieve, indoors and outdoors.
- The childminder promotes an inclusive practice. She teaches children some words in her home language to raise their awareness of diversity. The childminder also takes children to local parks and playgroups, where they can socialise with other children.
- Parents praise the childminder's warm approach, which helps their children to form positive relationships with her and her family members. They are pleased with how the childminder communicates with them and provides information about their children's play. Parents also appreciate the childminder's cooking, which exposes their children to a variety of healthy and enjoyable meals.

- The childminder maintains a clean and hygienic environment. She ensures that surfaces are regularly cleaned and follows suitable practices during nappy-changing routines to protect children's health. Children learn to wash their hands after messy play and before meals. This teaches children about self-care and independence skills.
- The childminder expects children to behave appropriately. For example, she encourages children to play together. However, she does not always consider that children may display unwanted behaviours because they are bored and restless. This results in children crying, snatching toys or not listening immediately.
- Children are active learners who want to play and learn. However, the childminder's strict adherence to her set routine often interrupts children's play without sufficient warning. This is challenging for children, particularly when they are asked to stop outdoor play to move on to an indoor task. This has a negative impact on children's enjoyment and does not motivate them to play.
- Children are socially confident. They do not hesitate to approach visitors or ask for help when needed, for example to connect the wooden tracks for their trains. Children develop their creativity and imaginations.
- The childminder has completed mandatory training, such as paediatric first-aid and safeguarding. This keeps her knowledge of how to keep children safe up to date. However, the childminder does not take sufficient advantage of opportunities to develop her teaching knowledge and skills to a good level.
- The childminder does not evaluate the quality of the provision rigorously enough to identify areas for improvement. For instance, she has not identified the weaknesses in her teaching skills and the early years curriculum.

Safeguarding

The arrangements for safeguarding are effective.

There is 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, the provider must:

	Due date
plan and implement an ambitious curriculum with appropriate levels of challenge, to help children to make good progress consistently.	04/11/2024

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

- review the organisation of the daily routines to ensure that children have sufficient time to play
- develop clear plans for professional development opportunities to improve teaching practice to a good level
- make effective use of self-evaluation to identify and address weaknesses in practice to achieve high-quality care and education for children.

Setting details

Unique reference number	2770472
Local authority	Richmond Upon Thames
Inspection number	10349680
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in the London Borough of Richmond upon Thames. She works from 7.30am to 6pm, Monday to Friday, all year round, except for public holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The childminder showed the inspector around the setting and explained how the different areas are used for children's care and education. She explained to the inspector how she implements the early years curriculum and ensures children's safety.
- The inspector spoke with parents on the telephone to seek their views on the quality of the setting. She also read some written feedback to help to gather their views.
- The inspector sampled the required documentation, such as the childminder's suitability checks and training certificates.
- The inspector observed interactions between the childminder and the children, inside and outside. She engaged with children at appropriate times during the inspection.

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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