

Childminder report

Inspection date:

27 July 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

Good

What is it like to attend this early years setting?

The provision is inadequate

Failures to meet the early years foundation stage requirements (EYFS) mean that children are not adequately safeguarded. The childminder lacks knowledge around safeguarding procedures, including what to do and who to contact to report allegations made against her. She does not have up-to-date paediatric first-aid training and does not demonstrate enough awareness or appropriate action when dealing with potential dangers. For example, when unfamiliar animals approach children outside in the common garden.

The quality of education that the childminder provides is poor and children are not making as much progress as they could in their learning. She does not make connections between what she wants children to learn and the activities she provides. Despite this, the childminder is kind and friendly. Children settle well and look for her comfort and reassurance when they are upset.

Children have access to a range of age-appropriate resources that they access and play with freely. They enjoy spending time in the communal garden and having their snacks outdoors. They practise and build their muscles, going up and down the slide and throwing balls. However, due to the childminder's poor awareness of how children learn, they do not make enough progress.

Children's behaviour is not good. They do not always treat others and the environment with respect. For example, they show unkind behaviour towards others and do not put toys away when asked to. The childminder does not put in place consistently effective strategies that support children's well-being and understanding of right and wrong. As such, they do not learn what is expected of them.

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

- The childminder does not show an understanding of how children learn. She does not plan a clear programme for teaching and learning based on children's individual needs and next steps. The curriculum is neither ambitious or sequenced. For example, children working on their language are not challenged enough to speak during interactions. As such, children do not make sufficient progress in their learning. The childminder has poor knowledge of services she can access to further support children with delays and any potential additional needs.
- The childminder offers some opportunities for children to sing songs and dance. However, teaching is not targeted at specific children. Due to the lack of challenge and unclear learning intent with the activities, children are often disengaged from play and become bored, wandering around in the setting

without much purpose. This affects their ability to make good progress as they are not sufficiently engaged in their own learning.

- The childminder uses some language in context and introduces words during play. For example, when playing in the kitchen they speak about making tea and using a tea pot and tea bag. Children enjoy when the childminder interacts with them and are eager for her attention. This helps them to build their social skills and make connections with others.
- The childminder talks to children about their behaviour. For example, she tells them when they do something that is unkind and hurts others. However, she does not always help them to learn the language of their emotions or to understand their own behaviour. Strategies used are neither effective or consistent to teach children expectations, such as to know right from wrong.
- The childminder does not support children's independence well. They have limited opportunities for doing things for themselves. For example, the childminder washes their hands and serves their food. This means children do not learn how to do things by themselves to build their independence.
- The childminder does not consistently identify and address potential risks to children. For example, older children living on the premises help young children to go up and down the building stairs. This puts all children at risk of harm.
- The childminder offers a range of nutritious meals and children have fresh water available throughout the day. They enjoy the opportunities to go outside and play in the outdoor area. This supports their physical well-being.
- Parents speak positively about the childminder and appreciate the daily feedback they receive. However, the childminder does not consistently share children's learning progress and next steps with their parents. This means they are unable to further support their children's learning at home.
- The childminder has not maintained her professional development and kept her training up to date. This impacts on the quality of the learning experiences she offers children.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder's knowledge of child protection and safeguarding procedures is poor. She has some awareness of possible signs and symptoms of abuse and is aware of the 'Prevent' duty guidance. However, she has no knowledge of female genital mutilation and is unsure who to contact in case she suspects a child might be at risk of abuse. The childminder has poor knowledge about what to do and who to contact if there is an allegation made against her. She has been operating without valid and current paediatric first-aid training and has poor knowledge of what needs to be notified to Ofsted.

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
complete an approved course of training in paediatric first aid	26/08/2022
improve knowledge and understanding of child protection and safeguarding issues and procedures, including female genital mutilation	11/08/2022
secure a robust understanding of what to do and who to contact in case an allegation is made against anyone working or living in the premises	11/08/2022
improve knowledge on what must be notified to Ofsted, including changes in household members	11/08/2022
improve knowledge and understanding of risks and ability to identify dangers to ensure children are kept safe at all times while also teaching them how to manage their own risks successfully	11/08/2022
improve knowledge and implementation of behaviour-management strategies that support children's well-being and understanding of boundaries	25/08/2022
improve partnership with parents to ensure they are kept informed of and involved in their children's learning, both at the setting and at home	25/08/2022
undertake relevant and appropriate training to be able to provide quality learning experiences for all children and address the weaknesses in the provision	25/08/2022
implement an ambitious and challenging curriculum, which builds on children's next steps and promotes opportunities for all children to make good progress in all areas of learning	25/08/2022

improve the quality of interactions with children to help them make good progress	25/08/2022
provide opportunities to support children to develop their self-care and independence skills.	25/08/2022

Setting details

Unique reference number	EY265362
Local authority	Southwark
Inspection number	10219704
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	2 August 2016

Information about this early years setting

The childminder registered in 2003. She lives in a first-floor flat in Sydenham, Forest Hill, in the London Borough of Southwark. There is lift access to the home. The childminder works in partnership with another registered childminder. The childminder operates Monday to Thursday, for most of the year, with the exception of bank holidays and family holidays.

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 inspector spoke with parents to gather their views on the childminder.
- The childminder and inspector held discussions about the curriculum.
- The inspector observed the childminder doing an activity and jointly discussed it.
- The inspector observed the interactions between the childminder and the children, and spoke with her throughout the inspection.
- The childminder and the inspector discussed aspects of 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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