

Childminder report

Inspection date:

21 December 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not ensure that her assistant has a thorough understanding of her roles and responsibilities. For instance, the childminder's assistant is not aware of the procedures to follow when a child has an accident. This poses a risk to the children under their care. The childminder's curriculum does not provide for all children's individual learning needs or interests. Furthermore, the children's play area is not organised effectively so that they can access resources independently. This results in children often running around and not engaged in meaningful learning.

The childminder does not have in-depth knowledge of the children's individual needs, such as if they do or do not speak English as an additional language. She does not plan for their individual needs effectively. In addition, the childminder has not established partnerships with other settings that the children attend. This lack of communication means that vital information, such as how to manage children's unwanted behaviour, is not shared to provide consistency in children's care and learning.

Moreover, the childminder's curriculum and expectations for behaviour do not provide adequate support to quieter and/or younger children to develop their personal, communication, and social skills. This is because children who are more vocal and energetic tend to gain the attention of the childminder and her assistants. Despite these weaknesses, children have secure attachments with the childminder and appear settled.

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

- The childminder does not ensure that her assistant, who is often left unsupervised with children, understands all procedures to follow. For instance, her assistant does not know what to do when children have hurt their head, including what first-aid treatment to give. This compromises children's health and well-being.
- The childminder does not plan activities effectively to cater to individual children's learning needs. She provides adult-led activities that are either too easy or too difficult for some children. For instance, some children already know the answers to questions that are being asked of them, while others lack the necessary communication skills to participate. As a result, children do not make the progress of which they are capable.
- Partnerships with parents are not secure. The childminder does not gather sufficient information from parents when children first start to ensure she knows each child's individual needs. For instance, she is not fully aware of the language some children speak at home. Furthermore, the childminder has not established

links with other settings that children attend to exchange vital information in support of children's behaviour and learning. This does not ensure consistency of care.

- Older children who are more demanding primarily gain the attention of the childminder and her assistant. As a result, younger children are overlooked and receive fewer interactions, and their communication, social and emotional needs are not adequately met.
- The childminder has an adequate selection of toys, but these are not readily available, as most are out of children's reach. Children often become unfocused. Children rely on the childminder and her assistant to select the toys and activities. Occasionally, older children ask for specific toys, and those who cannot speak point to what they want. However, the organisation of the environment restricts children's ability to be independent and follow their own interests during their play.
- Children do not develop a secure understanding of hygiene and independence skills. For example, the childminder's assistant washes the children's hands for them and does not provide anything to dry them with. In addition, children do not have access to tissues so they can learn to clean their noses or hands. This has an impact on the development of children's independence skills. The childminder provides healthy meals and snacks.
- The childminder's reflective practice is weak. She does not identify areas for further development to ensure improvements are promptly made. The lack of supervision also means weaknesses in her assistant's practices are not addressed. For example, the childminder's assistant does not interact with children well enough to support their learning further. She often does not participate fully while children play to help support children's good care and development.
- Children have some opportunities to develop their imaginations during role play and as they dress up as police and fire officers. Children also engage in physical activities like running and jumping. Some children show strong body strength as they climb on the outdoor slide and play ball games with the childminder and her assistant.

Safeguarding

The arrangements for safeguarding are not effective.

In the childminder's absence, her assistants lack understanding of the prompt action to take when children have an accident. This means the children's safety and well-being cannot be assured. However, the childminder and her assistants have a suitable understanding of child protection issues. They are fully aware of what to do should they have any concerns about children in their care and the referral procedures. The childminder and her assistants are also aware of the action to take should an allegation be made against them. Since the last inspection, the childminder has ensured that ratios are adhered to at all times.

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 all accidents children have are managed appropriately, including administering any necessary first aid, making a record and informing parents promptly	26/01/2024
use assessment effectively to plan and implement an ambitious and interesting curriculum that supports all children's good progress in all areas of development and meets their individual learning needs	26/01/2024
develop relationships with parents and other settings that children attend and use information shared to build on and provide continuity in children's learning	26/01/2024
ensure that children have access to a range of suitably challenging and stimulating resources that focus on their individual abilities and interests	26/01/2024
improve practice to promote children's understanding of good health and hygiene, in particular to ensure that children are supported to understand good self-care and independence skills	26/01/2024
implement effective monitoring and supervision for assistants to ensure they have a robust understanding of their roles and responsibilities and to improve the quality of their teaching.	26/01/2024

Setting details

Unique reference number	EY402615
Local authority	Southwark
Inspection number	10287499
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	2 to 3
Total number of places	6
Number of children on roll	9
Date of previous inspection	29 March 2023

Information about this early years setting

The childminder registered in 2009 and lives in Peckham, in the London Borough of Southwark. The childminder works alongside two assistants. The childminder holds an early years qualification at level 3. She operates all year round, on Monday to Friday, from 8am to 6pm.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector observed the interactions between the childminder, her assistant and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke to the inspector 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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