

Childminder report

Inspection date:

2 November 2023

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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happy and are warmly greeted by the caring childminder and her assistants. They know the children's interests well and make sure that their favourite toys are available, which helps children to settle quickly. They build good relationships with the children, giving them lots of smiles and reassurance. However, there are weaknesses in teaching that hinder the quality of learning reaching a good level.

Children are excited to see the natural world during daily walks around the local area. They have fun jumping in puddles and spotting ducks in the stream. They are curious about the leaves on the ground and the texture of tree bark. Children gain confidence in their physical abilities by repeatedly using the climbing equipment. They enjoy healthy snacks and learn to feed themselves. Children understand the rules at the setting and behave well. They help the childminder to tidy up before meals and learn to follow simple instructions. Children are interested in trying new things, such as completing simple puzzles.

The childminder has a clear plan of what she wants children to learn so that they develop the skills and knowledge they will need when they start school, such as being confident in their abilities, able to make friends, and recognise shapes and colours. The curriculum is designed to offer a mixture of planned activities and child-led play.

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

- The childminder has taken steps to maintain the improvements she has made since the last inspection. She ensures that children's attendance is accurately recorded, and that a safe, secure environment is maintained at all times.
- The childminder and her assistants make assessments of children's learning and identify their next steps. However, the childminder does not fully support children to learn and develop in their own way. For example, she does not always notice and follow children's lead when they are not interested in what she has planned for them and begin to develop their own play ideas. In addition, the childminder lacks some understanding of how young children learn. She does not always recognise how her teaching can fully support their learning.
- The childminder's and assistants' interactions with children support their personal, social and emotional development. Children have some opportunities to become independent, such as learning to dress themselves and make choices. Adults model how to use resources, and praise children when they achieve new skills. This supports children's emotional well-being and self-esteem.
- Communication and language development are supported well. Assistants notice children's interests and introduce songs to accompany their play, such as 'The

wheels on the bus' when children spin the wheels of a toy bus. They extend children's vocabulary by naming objects that children are playing with. Children enjoy looking at books with adults and point to the pictures with enthusiasm. They listen intently to stories, which helps them to develop a love of books.

- The childminder teaches children to follow good hygiene routines, such as covering their mouth when they cough and washing their hands before meals. She reminds them to look where they are going as they learn to use stairs. This helps children to develop skills to keep themselves safe and healthy.
- Children with special educational needs and/or disabilities are supported well. The childminder uses visual symbols to help them to understand the daily routine and communicate their needs. She liaises with parents to understand children's individual needs. Information is shared well to provide a consistent approach to children's learning and development.
- Parents say that they feel well supported by the childminder. They say that they receive regular information about their child's progress and what activities they enjoy. Parents speak highly of the childminder and say that their children are happy in her care. Partnerships with parents are good.
- The childminder meets regularly with her assistants to evaluate their practice as a team. Assistants say that they are supported by the childminder, who provides them with tips to improve their teaching. However, the childminder does not always give this at appropriate times, which impacts on their interactions with children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that all adults who live and work in her home are suitable by applying for enhanced Disclosure and Barring Service checks. The childminder and her assistants complete regular safeguarding training, which means they know how to recognise any child protection concerns and the steps to take to report these. Risk assessments are effective, which means that children are kept safe both in her home and when out in the community. For example, the childminder chops fruit and removes small items to minimise choking risks, and ensures that first-aid equipment is always available.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve knowledge of how children develop to implement a more effective curriculum in response to their interests and learning needs.	30/11/2023
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To further improve the quality of the early years provision, the provider should:

- develop the systems for providing assistants with feedback and support in their role so these are given at appropriate times.

Setting details

Unique reference number	EY426015
Local authority	Wandsworth
Inspection number	10299310
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	4 May 2023

Information about this early years setting

The childminder registered in 2011. She provides care from 9am until 3pm, Monday to Friday, 10am until 4pm on Saturday, and 11am until 4pm on Sunday, throughout most of the year. The childminder offers funded early education for children aged two years. The childminder works with two assistants. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Kyrstie Gennoe

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector talked to assistants at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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