

Childminder report

Inspection date: 4 May 2023

Overall effectiveness	Inadequate
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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

There are significant breaches of statutory requirements. The childminder has addressed some of the breaches of the statutory welfare requirements notice that were raised recently. However, not all of these have been addressed effectively. These continued breaches compromise children's safety and well-being. Children spend time unsupervised with adults who are not suitable. A first-aid box is not always accessible. There is not an accurate record of children's attendance and the childminder has a poor knowledge of significant events that must be notified to Ofsted.

The curriculum on offer to children is variable. Adults occasionally use resources to communicate activity changes to children. When this happens, children follow simple instructions and routines well and make some progress in their learning. For instance, when adults let children know that it is snack time using words and visuals, children know that they need to wash their hands, and then feed themselves their healthy snack with confidence. More frequently, children do not receive the support they need to understand what is going to happen next and they either show frustration or become very upset. This has a negative impact on their learning at the setting and children do not make the progress that they are capable of.

Despite these weaknesses, children generally seem settled and have formed secure attachments with the welcoming childminder and her assistants. They are also beginning to form close bonds with each other. For instance, older children gently tap younger children and call them 'baby'. Children learn to do things for themselves. For example, they persevere as they try to put their shoes on before going outside. Children enjoy listening to stories and look at books independently when story time is over.

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

- The childminder cannot be assured of the suitability of individuals on the premises who regularly work unsupervised with children. As such, children's safety is not assured. During the inspection, the childminder acknowledged that this is a significant breach of statutory requirements. She has not taken the appropriate action to rectify this.
- The childminder has a clear intent for the curriculum and shares this with her assistants. However, in practice, strategies highlighted by the childminder to help children with additional needs access the curriculum are only used occasionally. As such, children's progress is limited, particularly in communication and language. For instance, adults do not prepare children well when it is time to return to the childminder's flat after playing at the playground.

This results in a chaotic environment and has a negative impact on their emotional well-being. Children then find it difficult to focus on learning.

- In spite of the poor delivery of the curriculum, children have opportunities to follow their interests during free play, and this supports their engagement in activities. As they explore resources, adults engage with them. For instance, adults name a turtle and its body parts in addition to providing a narrative for children as they play. Adults also sing songs that they know are children's favourites. Children happily join in with some of the words.
- Children's daily visits to the local playground support their physical well-being. Children develop their small and large muscles as they climb and swing on a variety of equipment. Adults encourage children to have regular drinks of water to keep them hydrated. However, if a child had an accident at the playground, the nearest first-aid kit is in the childminder's car or back at her flat. This puts children at risk.
- The childminder does not consistently record children's hours of attendance. These ineffective procedures for recording attendance put children's safety at risk.
- Children learn how to use good manners. Adults encourage them to say 'please' and 'thank you', and give them high praise when they do. This helps to build children's confidence and self-esteem. Adults give children clear messages about behaviour expectations. For instance, adults ask children not to climb on furniture as they may fall and hurt themselves.
- The childminder supports parents to complete forms for additional funding, and she works in conjunction with outside agencies to support children with their learning. For instance, the childminder shares information about children's progress with speech and language therapists. The childminder keeps parents up to date about children's care and learning through regular conversations.
- The childminder does not have a secure understanding of when to make notifications to Ofsted. She has not informed Ofsted that she has changed the hours she looks after children to include weekends. The childminder understands that this must be rectified.

Safeguarding

The arrangements for safeguarding are not effective.

Significant breaches to statutory requirements mean that children's safety and well-being are compromised. The childminder and her assistants demonstrate an understanding of the signs and symptoms that may indicate that children are being exposed to abuse. They also know the procedures to follow to report any child protection concerns about children in their care. The childminder has made adjustments to help to make her home more secure for children. The key to the front door is kept in a lock box out of reach of children. The childminder regularly checks her home environment for any risks to children.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that practitioners and any other person who has regular contact with children are suitable and, until this is in place, these adults do not carry out personal care for children and are not left alone with them	02/06/2023
ensure that a first-aid box is accessible at all times, with appropriate contents for use, particularly when on outings	02/06/2023
maintain a daily record of attendance, including accurate hours of children's attendance	02/06/2023
improve knowledge of significant events that must be notified to Ofsted.	02/06/2023

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

	Due date
ensure that arrangements are in place to help children with additional needs access the curriculum on offer so that they can make the progress that they are capable of in their learning.	16/06/2023

Setting details

Unique reference number	EY426015
Local authority	Wandsworth
Inspection number	10287530
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	3 July 2019

Information about this early years setting

The childminder registered in 2011. She provides care from 9am until 3pm on 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, three and four years. The childminder works with two assistants. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector
Jacquie Brown

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 setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage 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 childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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