

Childminder report

Inspection date:

11 September 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder develops positive relationships with children and their families. Children appear secure, happy and safe in the childminder's care. They consistently behave well and they display good manners. Children show a keen interest in playing with the selection of resources accessible to them. However, the childminder does not support them effectively to build on their existing skills. The childminder's knowledge of what children should do next is not clear, and therefore it is not effectively linked to the implementation of activities. Assessment of children's learning is not judged against the early learning outcomes and targets are not set to swiftly move them on to the next stage in their learning. For example, the childminder misses some opportunities to strengthen children's communication and language skills. The childminder does not self-evaluate her service. Therefore, weaknesses are not promptly identified and addressed. The childminder does not keep her knowledge and skills current. The childminder fails to consistently keep up-to-date records of attendance for all children. However, the impact on children's safety is minimal because she knows the children that attend and she completes the registers at a later date.

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

- The childminder does not have a secure understanding of the stages of development. She does not assess children's learning thoroughly and plan precise opportunities to build on what they already learn. The childminder misses some opportunities to increase children's vocabulary, to develop their understanding, speech and thinking skills, and their fine-motor skills. Children do not make the best possible progress that they can.
- The childminder does not consistently keep accurate records of attendance for all children. However, risks to children are low because of the small cohort and she knows the children that attend, and completes the registers at a later date.
- The childminder does not self-evaluate the provision. As a result, she does not have a clear vision of how to improve and strengthen her service. In addition, the childminder has not addressed recommendations from the last inspection effectively.
- The childminder does not maintain her professional development, in order to enhance her skills and to keep her knowledge up to date with changes that occur in the sector.
- The childminder misses some opportunities to discourage parents from providing unhealthy food options that contain high levels of salt and sugar for children to eat at the setting.
- Children explore with blocks and they learn to stack them on top of each other. Children recite numbers, and recognise some colours and shapes. They match and sort simple puzzles with support.

- The childminder arranges regular visits to the local playgroup, library and park for children to play with other children and to access rigorous play, such as using the climbing frame and running freely in the park.
- Children begin to recognise items in their surroundings, such as trees and cars. They enjoy role-play activities and they learn to use their imagination. For example, they pretend to post a letter through the postbox.
- Children settle easily and they form close attachments to the childminder. They welcome her to join their play and they value her praise. Children help and manage small responsibilities such as tidying up and feeding themselves.
- Children display positive behaviour. They learn to share and take turns to use resources. They listen and show respect to others. Children display good manners as they learn to use 'please' and 'thank you' at appropriate times.
- Children concentrate well on activities that interest them. They make use of the selection of resources available to them. They appear secure in their environment and they know when to seek the childminder's support.
- The childminder makes parents aware of her policies and procedures so they know what to expect from her service. She shares regular feedback with them about their children's experience while in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of child protection issues and wider safeguarding issues, including risks associated with using technology. She is familiar with the signs and symptoms of abuse and neglect, and she knows how to recognise if a child is being exposed to extreme views. The childminder has knowledge of the procedures to report any concerns and allegations to the relevant authorities. The childminder completes regular risk assessments of her home and she puts in place appropriate measures to keep children safe.

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
improve the quality of assessment, planning and teaching, in order to meet individual children's needs and to help them make the best possible progress	02/10/2019
consistently keep accurate and current records of attendance for all children.	02/10/2019

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

- make use of the self-evaluation process to continually review practice and to devise an improvement plan, in order to raise the overall quality of the provision
- seek professional development opportunities to enhance her own skills and knowledge, including to keep up to date with any changes in the sector
- work closely with parents to encourage them to consistently provide healthy food for children to eat, and to help children make healthy food choices
- make better use of opportunities to strengthen children's communication and language skills.

Setting details

Unique reference number	EY232845
Local authority	Havering
Inspection number	10063478
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	12 July 2016

Information about this early years setting

The childminder registered in 2003. She lives in Hornchurch, in the London Borough of Havering. The childminder operates from Monday to Friday, 7.30am to 6pm, throughout most of the year.

Information about this inspection

Inspector

Martina Mullings

Inspection activities

- The inspector completed a learning walk with the childminder to discuss her organisation, intent and rationale for activities.
- The inspector held discussions with the childminder about her educational programmes, and her daily teaching and care practices.
- The inspector observed the quality of teaching and learning, and looked at progress checks for two-year-old children.
- The inspector completed a joint evaluation of an activity with the childminder, and tracked the progress of children's development.
- The inspector checked the childminder's paediatric first-aid training certificate, insurance policy and records of attendance.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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