

# Childminder report

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Inspection date:

26 February 2020

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## **Overall effectiveness**

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## **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 are happy in the childminder's care. They have a warm relationship, where they share experiences and laugh together. Children are confident and able to make their needs known. Minded children get appropriate care for their personal needs. The childminder has realistic expectations of minded children's behaviour and their ability to manage some tasks. However, some of the methods used to help children behave well are not effective enough to support children in developing positive relationships with others.

Children have appropriate language skills for their age. They have a good vocabulary and make themselves understood. Children gain a good understanding of what makes them unique as the childminder praises them for their knowledge of exercises. Children use their imagination in their play. They make animal sounds, roaring like dinosaurs and showing their teeth as they play with the model Tyrannosaurus Rex, and then 'baaing' like sheep. Children have fairly good concentration. They usually engage in the activities the childminder suggests. However, the plans for helping children to develop their knowledge and skills do not build on what they already know and can do. Some activities do not challenge children's thinking, and others are too difficult for children to have a realistic chance of success.

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

- Since the last inspection, the childminder has taken steps to improve safety in her home. This includes removing trip hazards to reduce accidents. She has added additional security measures to prevent children accessing the stairs. The childminder uses a safety chain on the front door so that children cannot leave the house unnoticed. She makes sure that children are within sight and/or hearing at all times. However, the childminder has not taken sufficient steps to improve her knowledge of behaviour management. Children do not have sufficient support to help them consistently behave well.
- The childminder knows the children well and has a clear understanding of their care needs. She works in partnership with parents to help develop children's independence. The childminder encourages children to drink water from their individual cups. She makes sure that they say 'thank you' when they take the cups from each other. This helps to promote children's health and their understanding of the need to drink throughout the day. Furthermore, the childminder is encouraging children to be polite and use good manners.
- The childminder engages children in some basic colour matching and mathematics. For example, each child has one cup and one bowl at breakfast. Some teaching helps children to develop their understanding of animals and where some food comes from. The childminder links a discussion about cows to

children's recent experience at breakfast, when they had milk on their cereal.

- Children are confident with numbers. They say numbers in sequence. The childminder tests children's knowledge. She asks them what number comes next after they count 'one, two, three'. Children know that four is the next number in the sequence. Children's basic number skills are secure. They confidently and accurately count up to 13.
- The childminder interacts and engages with the children. She is gentle and encouraging in her touch and tone when guiding children during learning activities. This helps to reassure children and encourages them to persevere. Although children appear content to explore the resources, there is little challenge in some activities. The childminder does not prepare or plan activities well enough. This limits children's opportunities to acquire knowledge and gain skills.
- Children know the difference between a storybook and a notebook. They understand the equipment needed to make use of a notebook. Children confidently ask for a pencil so they can begin to make marks. The childminder knows about the skills children may benefit from gaining. However, she does not align this knowledge with individual children's current learning needs. The childminder has limited knowledge of what is required of children for the next stage in their learning. She is not working with other settings to support continuity in children's learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has improved her knowledge of safeguarding and child protection. She attends training to update her knowledge of the possible signs that children are at risk of harm. She is aware of what to do if she is concerned about a child's well-being. She knows how to contact the relevant authorities and what information she needs to provide. The childminder demonstrates her understanding by explaining how she follows procedures when potential concerns arise. She listens to what children say, does not question them, and carefully seeks clarification from family members to put information into context.

## What does the setting need to do to improve?

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

	<b>Due date</b>
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improve knowledge and understanding of how and what children need to learn, and make better use of observations of children's current skills, to plan appropriately challenging experiences that are supported by effective teaching	03/04/2020
improve knowledge of how to manage children's behaviour successfully in order to help them develop self-control and consistently positive relationships with other children.	03/04/2020

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

- establish links with local settings that children attend to find out what skills children need and how these are taught, to help ensure continuity in children's education.

## Setting details

<b>Unique reference number</b>	EY459843
<b>Local authority</b>	Essex
<b>Inspection number</b>	10130451
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	3 to 9
<b>Total number of places</b>	5
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	22 October 2019

## Information about this early years setting

The childminder registered in 2013. She lives in Chigwell, Essex. The childminder operates Monday to Friday from 8am to 6pm all year round, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Alison Reeves

### Inspection activities

- The inspector observed the quality of teaching during activities indoors. She spoke to the childminder about how she organises children's learning.
- The inspector observed an adult-led activity and evaluated this with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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