

Childminder report

Inspection date:

29 October 2021

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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children are happy as they arrive at the childminder's home. They play in a safe environment and independently explore the activities the childminder provides for them. Overall, children enjoy a range of experiences that offer suitable levels of challenge and help to support their development. Children have a few opportunities to learn about things that are different to what they know. For example, they explore places on a map and talk about the different countries. However, the childminder does not teach children about diversity to help all children to reflect and understand what makes them and their families unique. This impacts on the levels of progress children make in their personal development.

Nonetheless, children are secure and confident in the childminder's care. She forms warm and caring relationships with them and supports their emotional needs. New children settle quickly into the setting and are calm and eager to join in. Children benefit from the childminder's effective partnership with their parents, overall. She gathers useful information from parents, for example about their children's likes and current achievements, to help her plan for their development from the outset.

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

- Children do not learn enough about others to develop a good appreciation of diversity. The childminder does not know how to embed all aspects of the fundamental British values into her everyday practice, to help children know about similarities and differences between themselves and others, and to challenge negative attitudes and stereotypes.
- Children behave well. The childminder shows them how to use resources, to help them learn how to use them correctly. However, weaknesses in her understanding of how to embed equal opportunities for all mean that she does not always recognise how to make her childminding practices as inclusive as they could be, to ensure a fully respectful culture for children and parents. For example, the childminder does not update questions on forms for parents to complete, to ensure that they reflect all types of families and their backgrounds.
- The childminder knows the children in her care well. Overall, she plans interesting learning experiences to support their development. However, at times, the childminder does not sequence children's learning well and plan activities that fully match their stage of development. For instance, on occasions, she provides activities that children are not developmentally ready for, and this can limit what they are able to gain from the play experience.
- The childminder is successful in supporting children's communication and language. She sings with children and encourages them to do actions during songs, to help them learn the meaning. The childminder teaches young children the name of objects in the environment while she talks to them as they play.

- The childminder suitably supports children's health and physical well-being. Children have opportunities to be active while playing outside, and eat healthy, balanced meals while in the childminder's care.
- The childminder has completed mandatory training, such as paediatric first aid, and refreshes her safeguarding knowledge. She also completes some online research to get ideas for activities to plan for children. However, the childminder's existing professional development programme is not planned well enough to address gaps in her knowledge and skills. She does not identify areas in her practice to develop in order to enhance the quality of provision.
- The childminder has made some improvements to aspects of her practice following the feedback given at her last inspection. For instance, she reads stories to older children about online safety, to help them learn how to keep themselves safe while using technology. However, the childminder's ongoing self-evaluation processes are not successful in helping her recognise areas that require improvement, so that she is able to address these and develop her childminding practice to a good level.
- Younger children develop their physical skills well. Toddlers enjoy using equipment to support their walking skills. They use walkers and become increasingly confident in their movements and coordination.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe. She recognises the signs that may indicate a child is at risk of harm and knows how to report her concerns. The childminder is aware of wider safeguarding issues, such as the 'Prevent' duty guidance. She recognises the possible signs that may show a child is at risk of radicalisation. The childminder keeps the premises safe. She implements effective risk assessments which help her to identify and remove possible hazards, to keep children safe.

What does the setting need to do to improve?

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

	Due date
implement an effective programme of professional development, to improve knowledge and skills, and to raise the quality of practices and provision for children to a good level	30/11/2021

develop opportunities for children to learn about different people and families, to help them develop a better understanding of what makes them unique and have an appreciation of others' differences.	30/11/2021
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To further improve the quality of the early years provision, the provider should:

- strengthen plans for children's learning to help ensure that all activities have a clear purpose and they fully match each child's stage of development

Setting details

Unique reference number	EY396019
Local authority	Havering
Inspection number	10124739
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	9
Date of previous inspection	2 September 2019

Information about this early years setting

The childminder registered in 2009. She lives in the London Borough of Havering. The childminder provides care for children each weekday, from 7am to 6pm, all year round.

Information about this inspection

Inspector

Anneka Mundy

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.
- The childminder took the inspector on a learning walk and explained what she wants the children to learn.
- The inspector and the childminder evaluated a teaching activity together to review the quality of education.
- Parents provided feedback about their experiences of the setting, and the inspector engaged with children at appropriate times.
- The inspector viewed a range of the childminder's documentation, including how she gathers information about children, and her policies and procedures.

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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Textphone: 0161 618 8524
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