

# Childminder report

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Inspection date:

16 August 2022

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## **Overall effectiveness**

## **Requires improvement**

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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

Not applicable

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children develop warm relationships with the childminder. They are confident, comfortable and happy in the home. The childminder is calm and nurturing and children approach her for cuddles and reassurance. This helps to support children's emotional attachments. The childminder knows the children well and they engage her in their play. Children enjoy a range of activities that she provides for them around their interests. However, the childminder does not plan the curriculum effectively to meet children's individual learning needs and to help them consistently make good progress. Despite this, children enjoy playing with bricks to make cars and trains. Young children concentrate for some time and giggle as they race the cars. Children learn mathematical concepts as the childminder engages them in conversation. For example, they count cars, order them in size and discuss colours.

Children recall what they have already learned. For example, they make a house, using magnetic resources, which they have completed many times. They remind the childminder how to make the roof. Children have regular opportunities for outdoor play and enjoy playing in the garden for fresh air and exercise. They excitedly talk about the need for umbrellas when it rains. Children have fun socialising and making friends as they regularly visit the local toddler group. This helps to support their emotional and social development.

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

- The childminder provides some activities that she knows children enjoy. However, they are not always inspiring or appropriately challenging for children. Children become bored quickly and move between the activities available. In addition, the organisation of the play areas and accessibility of resources mean that children cannot easily initiate their own play without the support of the childminder.
- The quality of teaching is not at a consistently good level. Although the childminder knows the children well and observes them as they play, she does not always extend children's knowledge and skills or provide the resources they need. This means that, although children make some progress, the childminder does not fully support them to make the best possible progress they can.
- Children receive positive interaction from the childminder and she continually talks to children as they play. Children are confident speakers and communicate their needs well. For example, when they want to draw pictures or play outdoors, they confidently approach the childminder to discuss their choices.
- Parents speak highly of the childminder. They feel assured that their children are safe and have fun in her care. Parents comment that their children settle quickly, are happy and benefit from planned outings to the library, park and

toddler groups. They feel fully informed regarding their child's day and appreciate the photos and messages they receive.

- The childminder is committed to improving her setting and wants to offer high-quality care. She provides children with some toys and resources. However, the childminder has not thought about how to enrich children's play or ensure that they can make choices to extend their play. For example, children have fewer opportunities to express their creativity and imagination as resources are not readily available for them to explore and investigate.
- The childminder keeps mandatory training up to date, such as first aid and safeguarding. However, she does not review her practice well enough to identify her own professional development and training needs. Consequently, she has not focused on improving her understanding of how young children learn, to ensure that her teaching is beneficial for all children.
- The childminder promotes healthy eating and provides children with healthy, nutritious snacks and meals. She ensures that she is fully informed regarding any dietary and allergy requirements and offers appropriate food accordingly. Children enjoy bananas and vegetable sticks for snack. Young children understand the importance of staying healthy. They know fresh air and exercise are good for them and to wash their hands before eating.
- Children's personal needs are met. The childminder supports those who are potty training well and provides lots of positive reinforcement. Children behave well as they understand the childminder's expectations and boundaries.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of her role to protect children from harm. She has completed training to ensure that her knowledge is current. This includes training in wider aspects of child protection, such as the 'Prevent' duty, domestic violence and county lines. The childminder is aware of the possible signs and behaviours that may cause concern. She knows the procedures to follow should she have concern about a child's welfare. The childminder teaches children how to stay safe when outdoors as they learn about road safety.

## 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 the planning and implementation of the curriculum to ensure that it is ambitious and sequenced and builds on what children know and can do to help them make good progress	22/09/2022
seek professional development opportunities to improve knowledge on how children learn and how to provide an exciting play environment.	22/09/2022

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

- provide opportunities for children to access a wider range of resources that enable them to explore and develop their own ideas and creativity.

## Setting details

<b>Unique reference number</b>	2548695
<b>Local authority</b>	Havering
<b>Inspection number</b>	10232025
<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>	2 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019 and lives in Hornchurch, Essex. She operates all year round from 7am to 7pm, Monday to Sunday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Lynn Hartigan

### 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 and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed interactions between the childminder and children.
- The inspector took account of the views of the parents.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.

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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