

Childminder report

Inspection date:

20 July 2022

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Overall, children do not receive a good-quality education. The childminder has not developed her teaching skills enough to help children make consistently good progress in their learning. However, children show that they feel safe, relaxed and secure in the childminder's care. Children enthusiastically approach the childminder to capture her attention and share their experiences. They demonstrate curiosity when they explore the resources she offers. Children engage in activities that the childminder provides, and these are generally linked to their interests. For example, they enjoy filling up a watering can and transferring the water to the tray with dinosaurs and rocks. However, the childminder does not plan activities that offer children enough challenge.

Children eagerly play with the home-corner equipment. For example, they name the play food items they choose and match them to the pictures on the poster. The childminder takes children on a variety of outings. For example, they go strawberry picking, visit a local farm and go to the beach. Children enjoy playing outdoors. They independently find their sun hats before going out to play.

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

- Although the childminder knows the children well, she has not planned her curriculum effectively to ensure that it builds on what children know and can do. It is not suitably tailored for individual children's learning needs and, therefore, they are not challenged sufficiently.
- The quality of teaching requires improvement. The childminder has attended a variety of training opportunities to keep her knowledge up to date. However, she does not use this knowledge to ensure that her teaching and the activities are well matched to children's developmental needs.
- The childminder does not consistently help children to develop their speech and language skills. She does not communicate and model language well enough for children to understand the correct pronunciation or ask questions that challenge their thinking. For example, when children investigate magnets, she does not explain how magnets work and how they attract or repel.
- Sometimes, the childminder does not spend enough time supporting children's learning or encouraging them to persevere and try again. While she understands the importance of challenging children, she does not consistently help children to gain all the skills they need to support the next stage in their learning.
- Parents say that they are happy with the care that the childminder provides and the information she shares with them about what their child has been doing. They say that the childminder is supportive and praise her for the care and help their children receive. For example, she works together with parents to help children to be successful during potty training.

- Children enjoy taking part in physical activities and practising their skills. For example, they cut up their fruit for snack and the childminder demonstrates the correct way for children who are still learning to hold a knife. This helps children to strengthen their muscles and learn to master using different tools.
- The childminder teaches children about road safety on outings. For example, she reminds them to stop, look and listen before they cross the road.
- Children behave well and enjoy playing alongside their friends. They listen to what the childminder says and respond positively to her instructions, and they readily help to tidy up. Children show their understanding of the childminder's rules, and she helps them to understand about sharing and taking turns.
- The childminder promotes children's independence. She encourages them to attend to their personal care needs. Children understand about the importance of washing their hands before eating and this helps them to learn about good hygiene.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding and her role in promoting children's welfare. She is aware of the wider safeguarding issues, such as the risk to children of exposure to extreme views. The childminder knows the signs that could indicate a child is at risk of harm. She has a good knowledge of the procedures to follow should she have any concerns about a child's welfare. The childminder is aware what action to take if an allegation is made against herself or a household member.

What does the setting need to do to improve?

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

	Due date
develop the curriculum to ensure it clearly identifies what it is that all children need to learn, how this reflects their individual needs and offers appropriate challenge, to help them make at least good progress	20/01/2023
ensure that children have rich opportunities to develop their communication skills so that the development of their spoken language firmly underpins all seven areas of learning.	20/01/2023

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

- focus professional development opportunities on improving teaching skills to support children in building on what they already know and can do.

Setting details

Unique reference number	EY448311
Local authority	Essex
Inspection number	10231835
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	1 to 4
Total number of places	5
Number of children on roll	5
Date of previous inspection	1 September 2016

Information about this early years setting

The childminder registered in 2012 and lives in Laindon, Essex. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder receives funding for the provision of early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marta Kellouche

Inspection activities

- This is the first 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 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 the inspector completed a learning walk together to discuss and understand how the early years provision and the curriculum are organised.
- The inspector carried out joint observation of a snack-time activity with the childminder.
- Parents shared their views of the setting with the inspector through written feedback.
- The inspector looked at relevant documentation, such as the public liability insurance certificate and evidence of the childminder's suitability.

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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