

Childminder report

Inspection date: 11 October 2022

| 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 | Good |

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy a selection of activities that the childminder provides. However, she does not plan an ambitious and challenging curriculum to meet the children's individual learning needs effectively. Some toys provide support for children's interests. However, this is not consistent, and children become bored. This leads to their play being interrupted because the childminder spends more time trying to manage children's behaviour and she is unable to provide sustained good quality teaching. Children do not make consistently good progress in their learning.

Despite this, children enjoy a good level of interaction with the childminder. For example, during mealtimes or story time, where children listen carefully to the childminder reading. Children begin to develop their speech and language skills. The childminder introduces new words to extend children's vocabulary. For example, they play pretend picnic in the garden the childminder asks the children to name produce. She teaches children through clear pronunciation, helping them learn new words such as 'baguette'. Children learn about the names of everyday objects as they play and explore.

Children have opportunities to be physically active, with daily trips to the park to use equipment. They enjoy running in the field, woodland and going to the soft-play centre. Children carefully build towers with bricks and colour in under-the-sea scenery as they talk about different sea creatures. Children thoroughly enjoy nursery rhyme time. They dance, jump, and repeat actions to each song with lots of enthusiasm.

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

- The quality of teaching is not consistent. Although the childminder knows the children well and has a clear overview of what she wants children to learn, she does not always extend children's knowledge and skills. This means that, while the children make some progress, the childminder does not fully support them to make the best possible progress.
- The childminder does not consistently set clear boundaries and children do not fully understand her expectations. She does not explain the consequences of their actions or help them to learn to regulate their behaviour. Despite this, children are kind to one another. For example, they show affection to babies and share toys. They listen to instructions when it is time to tidy up.
- Children receive positive interaction from the childminder as she talks to children while they play. Children are confident speakers and communicate their needs well. For example, when they want to play outdoors or change toys, they confidently approach the childminder to discuss their choices.
- The childminder takes children out into the local community. They attend toddler

groups where children meet others and have opportunities to explore the local park. Children see different places and different people. This helps them learn about the wider world.

- The childminder has established positive working partnerships with parents. They discuss how happy they are with every aspect of care provided. Parents comment that they are fully informed regarding their children's day and are happy with the progress they have made since attending. They express their gratitude at the variety of planned outings their children are offered.
- Although the childminder communicates verbally with the teachers in local schools at the end of the school day, she has not strengthened the relationships with other settings younger children attend on a regular basis.
- The childminder teaches children about the importance of a healthy lifestyle and encourages them to have a balanced diet. Their personal needs, such as potty training, are well supported. Children know to wash their hands before eating and after using the toilet.
- The childminder provides opportunities for children to access books. Children learn to enjoy books as she reads to them. She engages children in the story by asking appropriate questions about the pictures in the book and praises children's responses.
- Children show they are curious and want to explore the outdoor equipment. Although there are ample climbing and ride-on resources, there are fewer opportunities to investigate other areas of the garden for the children who learn best through exploration of an outdoor environment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of how to safeguard children. She keeps her knowledge up to date and is fully trained in safeguarding. The childminder is aware of a wide range of safeguarding matters, such as the 'Prevent' duty, and is confident in her knowledge of the signs and indicators that could mean a child is at risk of harm or abuse. She follows policies and procedures in line with the local safeguarding arrangements. 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:

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| | Due date |
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| implement effective behaviour management strategies to support children to regulate their behaviour and understand how their actions have an impact on others | 01/11/2022 |
| 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. | 31/01/2023 |

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

- promote a continuous two-way flow of information about children's learning and development with other settings that children attend
- help all children to deeply engage in activities and enhance opportunities for them to learn outdoors.

Setting details

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| Unique reference number | EY370754 |
| Local authority | Essex |
| Inspection number | 10235194 |
| 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 11 |
| Total number of places | 6 |
| Number of children on roll | 11 |
| Date of previous inspection | 6 January 2017 |

Information about this early years setting

The childminder registered in 2008 and lives in Chelmsford. She operates all year round from 7.30am to 6pm on Monday to Friday, except for bank holidays and family holidays agreed in advance. The childminder provides funded early education for two-, three- and four-year-old children. At times she works with an assistant.

Information about this inspection

Inspector

Marta Kellouche

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The childminder provided the inspector with a sample of key documents on request, including evidence of suitability of household members.
- The inspector took account of the views of parents provided during the inspection.
- The childminder spoke to the inspector at appropriate times throughout the inspection.
- The inspector observed interactions between the childminder and children.

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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