

Childminder report

Inspection date:

10 November 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

Children enjoy their time at the setting. They spend time in the garden exploring water play and love listening to stories read to them. The childminder closely supervises children to ensure their safety outdoors. However, she does not do enough to ensure that the environment, inside and outside, is suitable for children of all ages. Areas used by children are cluttered, and this reduces the amount of space in which they can play. Children cannot easily select the resources they want, as some are inaccessible to them without the childminder's support. This interrupts their play and they do not have enough good learning opportunities. The childminder has not developed her teaching skills enough to help children make consistently good progress in their learning.

The childminder is welcoming to children, and they settle promptly at the setting alongside their friends. Children form close bonds with the childminder who is warm and caring. This gives them the confidence to explore activities that she has planned for them. Children behave well at the setting. The childminder sets clear expectations for behaviour and boundaries that are consistent for all children. The childminder acts as a good role model for sharing, turn taking and tidying away toys after use. Children learn to respect toys and each other as a result.

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

- The childminder does not ensure that the environment is stimulating for children or that they have sufficient space in which to play comfortably. She does not make sure that the areas where children play are suitable to meet their learning needs effectively.
- The childminder creates some meaningful adult-planned play activities for children. She gets to know children well and plans activities based around their interests and developmental needs. However, she does not do enough to support children during child-led play. She does not have all the necessary skills to help children make consistently good progress in their learning.
- The childminder supports children to develop independence in their personal skills. She encourages children to feed themselves, put their shoes and coat on and wash their hands. Children, therefore, become independent from an early age in these areas.
- The childminder has close links to other childminders in her local area. They meet regularly to share experiences in the community and ideas for activities and support each other to access training. The childminder says that these partnerships are beneficial to her professional development. As a result, she creates variety in her planned activities for children.
- The childminder provides opportunities for children to cook. She often bakes cakes, pancakes and pastries with children. Children ask for these activities as

they know they will be enjoyable. Children learn about nature, planting and watering strawberries in the garden. They learn about what plants need to grow and develop a respect for nature.

- The childminder provides regular opportunities for children to access their community. She takes children to toddler groups, libraries and the seafront. During these visits, the childminder builds in learning about wildlife and culture. This support children's understanding of the world.
- Parent partnerships are effective. Parents praise the childminder for the variety of outings and opportunities for cooking their children receive. They appreciate the daily communication and opportunities to give feedback. Parents know how their children are developing. They feel confident in the care and support their children receive from the childminder.
- The childminder works hard to develop relationships with other settings that children attend. She has managed to establish regular communication with some of the places. The childminder recognises that she has not built this rapport with other settings. Therefore, some children do not get the same levels of support and continuity of care and education as others.
- Children enjoy spending time in the childminder's garden. They explore the water tray, carefully pouring water from one container to another. Children count the number of conkers and demonstrate that they know numbers can represent how many.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good awareness of her responsibilities to keep children safe. She has strong knowledge of the possible signs of abuse and is clear on the processes for recording and reporting concerns to the local authority. The childminder also demonstrates good understanding of the wider safeguarding aspects, such as the risk of being drawn into radicalisation. She has clear processes for administering and recording first aid, and evacuating the premises if there is a fire. Safety is paramount when outside of the setting, and the childminder has clear risk assessments in place 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
ensure the premises, including overall floor space and outdoor space, are suitable for children and the activities provided	31/12/2022

review and improve how the environment and equipment are organised, to increase opportunities for children to explore and lead their own play	31/12/2022
improve teaching skills so that children consistently benefit from rich learning experiences, and they make the best possible progress in their learning.	31/03/2023

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

- strengthen partnership working with other settings that children attend, to develop stronger continuity in children's learning and care.

Setting details

Unique reference number	199331
Local authority	Southend-on-Sea
Inspection number	10234281
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	0 to 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	14 February 2017

Information about this early years setting

The childminder registered in 1994 and lives in Westcliff-on-Sea, Essex. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marianne Brown

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The childminder joined the inspector on a learning walk of the setting to discuss the curriculum and what she wants children to learn.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact this has on children's learning.
- Parents and children spoke to the inspector during the inspection, sharing their views.
- The inspector looked at relevant documentation, including the safeguarding procedures and relevant training certificates.

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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