

Childminder report

Inspection date:

12 January 2023

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 are happy, nicely settled and confident. They form good attachments with the childminder, which supports their emotional well-being. They follow the childminder's established routines. For example, children eagerly anticipate snack time and get ready to clean their hands. They follow simple instructions given by the childminder to find toys and place them in a box. This helps to promote their independence and gives them a sense of achievement.

Children practise using the small muscles in their hands in preparation for early writing. However, the childminder's knowledge about how to promote children's progress in communication and language is weak. For example, the childminder does not introduce new words that could help to support and further extend children's vocabulary.

Children enjoy exploring books independently and with the childminder. They listen intently to the story and look at the pictures with curiosity and interest. They also enjoy singing and dancing with their peers. This helps strengthen their social interactions as well as their gross motor skills. Children manage their feelings and behaviour with support from the childminder. She encourages them to be kind and considerate, to follow instructions and to share toys. Children receive praise for their efforts and achievements, which promotes their confidence.

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

- The childminder provides activities that she knows children are interested in. However, some of these activities lack challenge. For example, when playing with the building bricks, the childminder does not make the best use of her interactions to enhance children's learning experiences. The childminder talks to the children, but asks them a limited range of questions and does not introduce new vocabulary. As a result, the childminder misses opportunities to support children's new learning or help them to explore their own ideas.
- Children form good relationships with the childminder, who offers a calm, stable and nurturing environment. They feel secure in her care and readily ask for help when needed. This supports children's emotional well-being. Children have good opportunities to explore colourful toys with buttons and flaps. This helps strengthen their hand muscles and offers them a better understanding of cause and effect.
- The childminder does not make effective use of assessment to clearly identify what children already know and need to learn next. This reduces her ability to plan effectively for each child's learning.
- Children enjoy singing traditional nursery rhymes. They pick props and toys and do the actions while smiling with enthusiasm. For example, when they sing a

song about a teapot, they choose a pink pot and pretend to be pouring tea to one another. This helps build on their imaginative skills and understanding of the world.

- The childminder helps children to develop their understanding of the world. Children explore the local park to further support their large motor skills in a fun and safe environment. They also attend toddler groups and meet new people, to build on their social skills and learn about diversity.
- Partnerships with parents are positive. For example, the childminder makes good use of verbal communication with them to exchange information about children's daily activities and care routines. Parents are very complimentary about the childminder and the services she provides.
- The childminder takes some positive steps to keep her professional skills updated. For example, she keeps her statutory training up to date. However, she does not ensure that her professional development is focused on driving the quality of teaching to a good level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates sound knowledge of safeguarding, including wider aspects, such as female genital mutilation and county lines. The childminder understands how to make a referral if she is concerned about a child in her care. This keeps children safe and supports their well-being. The childminder carries out daily risk assessments to ensure that her home is safe and secure. She has effective and accurate policies and procedures in place to guide her, which she reviews regularly and shares with parents. The childminder completes regular training to keep her safeguarding knowledge current and up to date.

What does the setting need to do to improve?

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

	Due date
plan and deliver a high-quality curriculum that consistently motivates children to learn, and that builds effectively on what children already know and can do	01/03/2023
make effective use of assessments to clearly identify what children need to learn next, focusing on assessing children's progress.	01/03/2023

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

- focus professional development on improving understanding of how children learn and the use of assessment in curriculum planning.

Setting details

Unique reference number	EY388096
Local authority	Essex
Inspection number	10264135
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 2
Total number of places	6
Number of children on roll	7
Date of previous inspection	6 June 2017

Information about this early years setting

The childminder registered in 2009 and lives in Benfleet, Essex. She operates all year round, from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Anca Sandu

Inspection activities

- This was 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 and the childminder went on a learning walk together. They discussed how the curriculum is organised and what the childminder wants the children to learn.
- The inspector observed the quality of teaching and education and assessed the impact on children's learning.
- Children spoke with the inspector about the activities they were doing.
- The inspector held a meeting with the childminder. She looked at relevant documentation and reviewed evidence of the suitability of the childminder and household members.

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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