

# Childminder report

---

Inspection date: 18 September 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Requires improvement

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

### **The provision is inadequate**

Children do not benefit from a stimulating and challenging curriculum that meets their individual needs. This is because the childminder has failed to address the actions raised at the last inspection, which means the quality of education has not improved. The childminder continues to demonstrate a poor understanding of how to support children in their learning. She does not have accurate knowledge of each child's learning needs. The childminder's weak knowledge and poor planning means that children still do not receive the education they are entitled to.

Children do not experience a purposefully planned curriculum that matches their individual needs and promotes their learning and development. The childminder's interactions do not effectively support and extend children in their play and learning. Children are given too few opportunities to explore, investigate and experiment. As a result, children of all ages continue to be bored and lose interest as they play and learn. This lack of engagement often leads to poor behaviour and the childminder continues to demonstrate a weak understanding of how to manage this effectively.

Despite this, children develop good relationships with the childminder and each other. They demonstrate good manners and readily say, please and thank you. Children particularly enjoy playing in the childminder's garden. Older children challenge themselves to ride on balance bicycles and they laugh together as they practise using hula-hoops. This helps to support their physical development. Children benefit from regular visits to local toddler groups. This gives them the opportunity to play within a wider group of children, helping to promote their social skills.

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

- Despite support and advice from the local authority adviser, the childminder has failed to rectify the weaknesses in her provision. Although the childminder has completed some training, she does not use this knowledge to improve her practice. This demonstrates that her capacity to improve identified issues is weak. As a result, her knowledge and understanding remain poor and children do not receive good quality learning experiences.
- Children are not stimulated and motivated to learn. There is no clear intent for the curriculum and the childminder does not sufficiently consider children's individual needs and stage of development. Children engage with resources for a limited time and older children ask for alternative choices. Children move on from one activity to another, losing attention quickly. Babies often disrupt the play of older children because they lack stimulation. The learning environment is cluttered and disorderly, leaving limited space for children to play. This has a

negative impact on children's behaviour and learning.

- The childminder has not improved her understanding of how to implement effective methods to manage children's behaviour. She does not help children understand how she expects them to behave. When children struggle to control their own behaviour, she does not support them to understand their own feelings and the impact of their behaviour on themselves or others. As a result, children's behaviour is not consistently good.
- Children's next steps in learning do not always accurately identify what they need to learn next in their sequence of development or where they need most support. For example, young children are given next steps that are unachievable for their stage of language development. This means, the childminder does not plan or implement learning opportunities to support or match children's individual needs and precisely target what they need to learn next.
- The childminder talks to children as they play. She generally supports children's emerging language skills. For example, she models the names of different fruits and says the colours names of different objects in the environment. Older children are good communicators and confidently talk to the childminder and each other.
- Older children understand the importance of good hygiene practice and how this contributes to their good health. They competently wash their hands after using the toilet and before eating.
- Parents say the childminder is kind and caring. They comment that children are enthusiastic to spend time with the childminder and are happy in her care. Parents value the frequent outings and different play groups their children experience with the childminder.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to safeguard children. She has a secure understanding of the possible signs and behaviours that may indicate a child is at risk of harm, including exposure to extremist views. She knows how to contact relevant agencies to seek advice or to make referrals if she is concerned about a child. The childminder knows the procedure to follow if an allegation is made against herself or a household member. She ensures that safeguarding training is updated regularly to keep her knowledge 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:**

	<b>Due date</b>
--	-----------------

implement new knowledge and skills to improve practice and ensure children benefit from good quality learning experiences	19/10/2023
provide and implement a well-designed and stimulating curriculum that meets individual children's learning needs, focusing on what they need to learn next to secure their good progress	19/10/2023
implement effective behaviour management strategies to support children to regulate their behaviour and understand how their actions have an impact on themselves and others	19/10/2023
ensure that knowledge of children's development is accurate, so that learning experiences can be tailored to each child's needs.	19/10/2023

## Setting details

<b>Unique reference number</b>	EY370754
<b>Local authority</b>	Essex
<b>Inspection number</b>	10260877
<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>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	11 October 2022

## 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**  
Marisa White

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- 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 inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector reviewed written testimonials from parents and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request, including the suitability of 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023