

# Childminder report

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Inspection date:

20 September 2023

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

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

### The provision is inadequate

The childminder does not provide children with an ambitious and consistently challenging curriculum to help them make the best possible progress in relation to their starting points. Activities are often led and directed by the childminder. Consequently, children are not able to add their own interpretations and develop their creative skills. Although some activities are pitched at the correct level for younger children, such as finger painting autumnal tree pictures, they are too easy for older children. However, all children find fascination in mixing the different-coloured paints together and using their hands to create prints on the paper.

Children behave well. They listen to the childminder and her assistant and follow their instructions promptly. This shows that children are developing a positive attitude to learning. Children enjoy hunting for 'treasure' in the sandpit. They are happy, settle easily and have secure relationships with the childminder and her assistant. Children arrive keen to see their friends, waving cheerfully to their parents as they say 'goodbye' to them at the door.

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

- Leadership and management of the setting are weak, which compromises children's welfare. The childminder has not notified Ofsted of assistants employed to work with children in her home.
- The assistant and the childminder work closely together. The childminder has regular supervision meetings with her assistant, alongside daily chats, while they work. However, her ongoing reflection and assessment of practice have not accurately identified weaknesses in the quality of teaching. This means that the childminder is unable to identify and arrange training to help close any gaps in their knowledge to raise outcomes for children.
- The childminder does not implement a curriculum which is consistently ambitious and challenging. The planning does not consistently focus on the prime areas of learning to help young children build solid foundations for their future educational achievements. The childminder provides lots of opportunities for children to take part in adult-led activities. However, she is less successful in providing time for children to independently lead and extend their own play.
- Partnerships with parents are well developed. Parents who shared their views verbally and in written testimonials comment on the secure relationships their children have with the childminder and her assistant.
- The childminder works in partnership with other settings that children also attend, as and when required. The childminder makes initial contact to start sharing information. This helps to provide consistency in how children's learning is tailored and delivered between settings.
- Children form caring relationships with each other, the childminder and the

assistant. Older children confidently share their thoughts and ideas. For example, they tell the childminder that the glitter in the treasure chest will make it look pretty. Younger children enjoy reassuring cuddles and lots of eye contact. Babies babble and smile in response to the adult interactions with them. This helps to support their emotional well-being.

- Children enjoy going upstairs to the playroom, where they independently explore the toys and resources. They choose what they would like to play with and carry the resources into the living room. Older children and their younger friends work together to build a wooden train track and gently push the small engines and trucks around. Children find a baby doll and toy travel seat. They gently put their doll into the seat, covering them with a blanket to keep them warm. This shows their developing care and concern as they recreate familiar experiences from home.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder has not made sure that her assistant is suitable to work with children. She has not ensured that Ofsted has received all the necessary information so that the relevant checks can be carried out. The safeguarding policy is not in line with the guidance from local safeguarding partners to help the childminder and her assistant understand the processes to follow. They do not know what to do in the event an allegation is made against them. This does not ensure children's welfare.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
provide Ofsted with the required information to enable all suitability checks to be carried out for any adults working with children	27/10/2023
take action to ensure that safeguarding policies and procedures are in line with local safeguarding partners, including the action to take in the event an allegation is made against anyone working with children	27/10/2023

improve the arrangements for ongoing training and support, to raise the quality of teaching and ensure that children receive good-quality learning experiences	27/10/2023
implement a challenging curriculum that is coherently planned to meet all children's learning needs and help them make at least good progress.	27/10/2023

## Setting details

<b>Unique reference number</b>	EY377407
<b>Local authority</b>	Essex
<b>Inspection number</b>	10289489
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 6
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	27 November 2017

## Information about this early years setting

The childminder registered in 2008 and lives in Colchester, Essex. She operates all year round from 6am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

## Information about this inspection

### Inspector

Sue Buckingham

### Inspection activities

- This was the first routine 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 childminder spoke to the inspector about how she organises her early years provision, including the aims and rationale for her curriculum.
- Children spoke to the inspector during the inspection.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of parents' written views and spoke to a parent during the inspection.

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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