

Childminder report

Inspection date:

23 November 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

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 has insufficient knowledge and understanding of safeguarding children in relation to allegations about adults working with children and household members. She does not ensure that accurate attendance records are completed. The childminder does not have a secure enough understanding of when to make notifications to Ofsted. This compromises children's welfare.

The childminder does not ensure that children receive the level of education to which they are entitled. They do not get appropriate stimulation in their play and learning. She fails to implement a curriculum that is focused on children's needs and next steps in learning. Activities provided are not planned with children's individual needs or development levels in mind. This limits the opportunities children have to make good progress in their learning.

However, children appear confident and happy in the childminder's care. They are keen to talk to visitors, demonstrating they feel safe and secure in her home. Children happily engage in the activities that are offered to them. Generally, the children behave well. The childminder reminds them of the behaviour rules and the reasons behind them when required. The childminder is polite and kind towards the children. However, her interactions do not promote children's communication or thinking skills. This does not help all children reach their full potential.

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

- The childminder has not done enough to ensure that all requirements of the 'Statutory framework for the early years foundation stage' are met. For example, she does not know the ratio requirements she must adhere to. She is unable to meet the individual needs of all the children she cares for when she cares for more than three early years children at one time. This has an impact on the quality of education she provides.
- The childminder does not have a secure understanding of how children develop and learn. This means she does not provide a curriculum that is suitably challenging or ambitious. She fails to plan purposeful learning opportunities for children to help them build on what they already know and can do. Children of all ages engage in the same activity at the same time with limited alternative activities on offer. Most resources are inaccessible to the children until placed on the floor or table by the childminder. This limits the opportunities children have to engage in self-chosen play or play linked to their developmental needs. As a result, children are not making the best possible progress.
- Interactions with children are basic and do not stimulate curiosity, interest or excitement. The childminder engages children in simple conversations and, occasionally, repeats back words, so they can hear the correct pronunciation.

However, she does not challenge children's thinking or introduce new vocabulary. She only uses simple statements and asks children questions she knows they can answer easily. For example, she asks them about the shape and colour of items despite children already knowing their shapes and colours well. This does not encourage them to think deeply or develop their knowledge. This means children do not benefit from interactions that support their communication and language skills or extend their thinking.

- For the children that have been attending the setting for some time, the childminder has gathered an extensive knowledge of their backgrounds and family needs. She offers support to the families. For example, she provides support to parents if they have temporary transport issues. However, when new children start, the childminder does not gather relevant information from parents before the child starts, for example information about their current development and which languages they speak. The childminder fails to recognise the importance of gathering this information before the children start.
- Parents share positive feedback about the childminder. She keeps them informed about their children's day. They report their children are happy and settled. However, effective systems are not yet in place to ensure that information is shared between the childminder and the other settings children attend. The childminder fails to recognise the importance of partnership working. This has an impact on the continuity of education and care for the children.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not fulfil her responsibilities in relation to safeguarding children. She does not know the procedures to follow to respond to allegations about adults working with children or adults in the household. The childminder does not keep required records relating to children's attendance and their hours of arrival and departure. She does not have a secure enough understanding of when to make notifications to Ofsted. This compromises children's safety and 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
improve knowledge of the procedures to follow in the event of an allegation been made against the childminder or a household member	14/12/2023

demonstrate how the individual needs of all children will be met and the exceptions to the usual ratios will be applied if caring for more than three children in the early years age range at any one time	14/12/2023
ensure accurate attendance records are maintained	14/12/2023
take action to improve knowledge of the notification requirements, ensuring that Ofsted is informed of any significant events	14/12/2023
undertake relevant professional development opportunities to improve knowledge and understanding of the learning and development requirements to aid the implementation of an ambitious curriculum that promotes the next steps in children's learning	14/12/2023
improve the quality of interactions, particularly to support children's thinking and communication skills	14/12/2023
improve arrangements to ensure all relevant information about children is gathered prior to their start date to ensure their learning and emotional needs are met as soon as they start, in particular for children who may speak English as an additional language	14/12/2023
enable a regular two-way flow of information with other settings that children attend, to strengthen the consistency in the support children receive.	14/12/2023

Setting details

Unique reference number	EY299266
Local authority	Essex
Inspection number	10317483
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 April 2019

Information about this early years setting

The childminder registered in 2005 and lives in Brentwood, Essex. She operates all year round from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lyndsey Barwick

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 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.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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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