

# Childminder report

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Inspection date:

11 March 2024

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## **Overall effectiveness**

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## **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

Not Met (with actions)

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

### The provision requires improvement

The childminder forms close bonds with children. She values each family and interacts positively with them. The childminder warmly welcomes children into her setting each day. This helps them to develop a sense of belonging. Children happily choose from the toys that are available. However, the curriculum sometimes lacks a clear focus on what children need to learn next. In addition, the childminder has not yet established effective ways of working with other professionals who may be involved in children's learning. As a result, children do not progress as well as possible. However, the childminder communicates with parents and carers and finds out some information from them. This helps to minimise the impact.

Children learn about personal hygiene. For example, they regularly wash their hands. The childminder encourages children to put on their own coats and shoes. This helps them to develop their independence. The childminder ensures that children have regular snacks and healthy meals. This helps to promote their good health. Children behave well. The childminder uses simple words to help children understand how others may feel. Children learn about the world around them. They enjoy learning to care for animals as they help to look after the childminder's pet guinea pigs. They help to feed, water and care for them.

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

- The childminder has taken steps to improve since the last inspection. She has addressed the safeguarding actions raised and has completed safeguarding training. She is receiving support and guidance from the local authority.
- The childminder provides activities and experiences that she knows children will enjoy. However, she does not yet have a well-planned curriculum. For example, she is not always aware of how she can support children's next steps in learning so that they continually build on their knowledge and skills. Additionally, the childminder has the television on when children are present. Although programmes are age appropriate, these distract children, and meaningful interactions do not always take place.
- The childminder does not provide enough support for children with special educational needs and/or disabilities. Although she observes children, assesses their abilities and can identify delay, she does not act successfully on this. She lacks confidence to fully approach the subject with schools and other professionals. This does not help to narrow and close gaps in children's development.
- The childminder promotes children's physical skills effectively. She provides a range of opportunities for children to develop their large-muscle skills. Children play outside regularly and enjoy running around and climbing on climbing frames at the local school playground. The childminder provides art and craft activities.

Children hold paintbrushes and make marks on paper. This helps them to develop their small-muscle skills.

- Children have some opportunities to listen to stories and look at books. The childminder talks to children about what they are doing, which helps to build their vocabulary.
- Children demonstrate their early understanding of technology. They enjoy interactive toys. They show interest in toys with buttons, flaps and simple mechanisms. They know how to turn these items on and operate them.
- Children learn how to keep themselves safe. The childminder teaches children how to safely walk home from school. They learn to look for cars when they cross the road. The childminder talks to children about online safety.
- The childminder introduces some mathematical concepts. She often counts objects and encourages children to match colours together. This helps children to become familiar with mathematical language from a young age.
- The childminder is aware of children's individual care routines. She knows when children are feeling hungry, tired or in need of a nappy change. The childminder quickly responds, which helps children to feel comfortable and refreshed.
- The childminder has a good relationship with parents and carers. She shares information with them about what their children have been doing at the setting. She also finds out from parents and carers about what children have been doing at home.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## 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 sequenced curriculum that provides children with the challenge and support they need to build on their existing skills and motivates them to learn	01/05/2024
provide more support for children with special educational needs and/or disabilities to help narrow and close gaps in their development.	01/05/2024

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

- improve partnerships with other professionals involved in children's care and learning, so that children get the help and support they need
- minimise distractions during play to support children to maintain attention and get the most from learning opportunities.

## Setting details

<b>Unique reference number</b>	EY313651
<b>Local authority</b>	Essex
<b>Inspection number</b>	10305788
<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>	4 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	24 March 2023

## Information about this early years setting

The childminder registered in 2005 and lives in Basildon, Essex. She operates all year round from 8am to 6pm, 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

Tina Mason

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The childminder spoke to the inspector about children's learning and development, with particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed an activity and 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 documents on request.

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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