

Childminder report

Inspection date: 16 March 2022

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is inadequate

The childminder has not ensured that she takes the necessary steps to meet all of the needs of the children in her care. She does not demonstrate the professional curiosity needed to ensure that she is alert to all indications that a child may be at risk of harm. These are breaches to the requirements of the early years foundation stage, which have a significant impact on children's education, safety and well-being. Children who are not making the expected progress in their learning are not fully supported. This means that not all children make the same progress in their learning and development.

The childminder's lack of constructive partnership working with parents means that she does not always place children at the heart of everything she does. Not all children receive the support and reassurance that they need when they become distressed. For example, when children become upset, the childminder uses the television as a distraction rather than offering children support and reassurance. This means that not all children benefit from the same opportunities.

Some children demonstrate that they are happy. They engage in the activities that the childminder provides and show that they feel comfortable. The childminder involves children in decisions about the activities she provides. She links their play to children's previous experiences to help them to reflect on what they have learned. She uses stories to teach children about emotions and has consistent expectations for children's good behaviours.

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

- The childminder has failed to identify the weaknesses in her setting. She has underestimated the impact on children of not working closely with parents to fully identify their children's needs. When children's development or well-being falters, she does not fully explore the reasons for this with parents. She does not seek professional support and guidance. The childminder does not effectively implement strategies that she has identified as helpful for promoting children's learning and development. This has an adverse impact on children's development.
- The childminder does not gather precise information from parents about children's experiences at home, to ensure that she can fully meet children's needs. The childminder completes the required progress check when children are two years old. However, she does not use these to report on areas where children's development is less than expected. She does not develop a targeted plan to support the child's future learning and development that involves parents and other professionals.
- Children learn how to be kind and friendly. They show concern for their friends.

For example, children are concerned when their friends do not want to join them for snack and try to offer encouragement. However, children whose needs are not fully met are unable to engage in the activities. They show that they do not always feel safe and secure.

- The childminder plans interesting activities to help children think about their similarities and differences. For example, she provides them with different coloured wool and pens, so that they can make representations of their faces. She encourages them to look into a mirror to notice their features. She uses these as opportunities to support children to consider what makes them unique.
- The childminder provides a range of healthy foods for children and engages them in the preparation. For instance, she gives children the ingredients to make their own healthy pizzas and encourages them to try different foods. They learn which foods keep them healthy. However, failure to meet every child's well-being, means that some children do not have the same experiences and cannot benefit from these opportunities.
- Children learn to enjoy books as the childminder reads to them. She teaches them to notice the pictures and links the stories to their experiences. She deliberately introduces new words when she plays with children and praises their efforts to communicate. However, she is not attuned to all children's non-verbal communications, particularly when they are distressed. This means that the childminder does not interpret and respond to all children's communication.
- The childminder provides plenty of opportunities for children to play outside and enjoy fresh air. She takes them on outings to the beach and the park, and supports them to manage their own risks in the well-equipped garden. Children learn how to manage their big and small muscles in age-appropriate ways.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not follow all of her own safeguarding policies and procedures. She does not have a full understanding of the actions necessary to protect children's safety and welfare. For instance, she does not keep a record of visitors to her setting. The childminder does not keep sufficient records of injuries that children sustain before they arrive at her setting. She does not demonstrate sufficient professional curiosity about what is happening in children's lives to ensure that they are safe from harm. The childminder undertakes some safeguarding training and has some knowledge of wider safeguarding issues, such as the risk of radicalisation.

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
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ensure safeguarding policies and procedures are fully understood and implemented	21/04/2022
gain a secure knowledge and understanding of how to safeguard children, underpinned by professional curiosity, in order to swiftly identify and respond to any concerns about children	21/04/2022
implement an effective two-way flow of information with parents/carers to ensure children's needs are met at all times	21/04/2022
ensure that the assessment completed for children between the age of two and three years, provides parents with an accurate assessment of children's capabilities and identifies any emerging concerns.	21/04/2022

Setting details

Unique reference number	119415
Local authority	Southend-on-Sea
Inspection number	10137552
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	2 to 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	12 January 2016

Information about this early years setting

The childminder was registered in 1999. She lives in Leigh-on-Sea, Essex. The childminder operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 6. The childminder provides funded education for two-, three- and four-year old children.

Information about this inspection

Inspector

Terrie Simpson

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 viewed the setting together throughout the inspection and discussed the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation 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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