

Childminder report

Inspection date:

1 December 2023

Overall effectiveness

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

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder has an affectionate and calm manner with children, and they have formed close bonds with her and her assistant. Children demonstrate that they are confident and settled as they access a wide range of resources and activities available to them. However, for some older children, these activities do not provide enough interest or challenge to keep them consistently engaged or focused. This is because the childminder does not fully understand how to plan a challenging and ambitious curriculum for children's individual needs. Overall, children play happily together. Younger children are learning the importance of sharing, taking turns, and being kind and considerate towards each other. However, the childminder and her assistant do not always challenge inappropriate behaviour and support children to express their feelings appropriately. This is because their expectations are not always clear to all children. Therefore, on occasion, children's behaviour is less than good.

Despite these weaknesses, the childminder and her assistant support the children's speech and language most of the time. They engage children in conversation about their play and the children's experiences at home. Children hear new words as they play, and those who can speak, do so confidently. However, the childminder and her assistant do not always provide younger children or those learning English enough time to think and respond when they ask them questions. This has an impact on children's communication and language progress and development.

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

- The childminder and her assistant observe the children as they play and use this information to identify what they need to learn next. However, this information is not used well enough to plan activities that build on individual children's learning needs. The childminder is unable to identify the precise learning intentions of the planned activities she offers children. This means she does not always target activities well enough to extend children's learning. This also means that not all children are making the progress of which they are capable.
- Children enjoy engaging in imaginative play. They eagerly recount their real-life experiences with the assistant, comparing and describing the people living in the doll's house. However, sometimes, the childminder's assistant interrupts the children's learning. For instance, when children become engrossed in a particular activity, the assistant suggests they move on to other activities or offers them unrelated resources. This has an impact on children's ability to sustain thinking.
- Overall, children behave well. However, due to the childminder and her assistant not being clear of what is expected of them, this can lead to some unwanted behaviour. They do not consistently explain why certain behaviours are unacceptable or help children express their emotions appropriately. For instance,

during activities like play dough and shape construction, the childminder does not emphasise the importance of sharing toys instead of snatching them from others. As a result, some children struggle to regulate their behaviour, which has a negative impact on their learning.

- Babies settle quickly due to the positive attention they receive from the childminder and her assistant. The childminder is quick to praise children for their efforts, for example when they manage a personal task, such as putting on shoes or washing their hands after messy play. This helps to build children's confidence and emotional well-being.
- All children access a wide range of books and develop an enjoyment of stories. They eagerly join in with familiar verses in stories as the childminder's assistant reads with expression and enthusiasm. For instance, children identify the different food the caterpillar eats and how it turns into a butterfly.
- Children develop their physical skills well. For example, in the garden, they use small vehicles in the sand and take dolls for a walk in small buggies. Regular visits to the local playgroups, the library and parks help children to learn about the natural and wider world around them.
- The childminder has accessed some professional development. For example, she attended training to understand how to support her assistant. However, she does not focus her professional development sufficiently on developing her understanding of how to plan a meaningful curriculum. This has an impact on the progress children make.
- The childminder and her assistant meet weekly to share ideas and suggestions for planning. However, the childminder does not use self-evaluation effectively enough to identify and address all key areas of weakness in her own and her assistant's practice.
- Partnerships with parents are positive, which promotes continuity of care and learning for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant recognise the possible signs and symptoms of abuse, including those relating to a wide range of safeguarding issues. They are aware of the procedures to follow if they have concerns about the welfare of a child. The childminder has appropriate risk assessments in place to help children stay safe in her home and when out on trips. For instance, she uses equipment, such as safety gates and barriers in the garden, to restrict children's access to areas that could pose a hazard to them. The childminder organised all of her documentation, including that of her assistant, effectively so they were available for inspection.

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
ensure planned activities build on children's individual interests, next steps and provide consistently challenging learning experiences	06/01/2024
improve interactions with children so they understand what is expected of them.	06/01/2024

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

- provide children more time to think and respond when asking them questions, to develop their speaking and thinking skills further, particularly for younger children and those who speak English as an additional language
- review professional development to support knowledge and understanding of the curriculum
- develop self-evaluation arrangements to review the quality of teaching and to identify key areas to improve.

Setting details

Unique reference number	132651
Local authority	Newham
Inspection number	10307992
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 2
Total number of places	6
Number of children on roll	7
Date of previous inspection	6 March 2018

Information about this early years setting

The childminder registered in 1992. She lives in Forest Gate, in the London Borough of Newham. The childminder offers care on Monday to Friday, from 8am to 5.30pm, throughout the year. She works with an assistant, who has qualified teacher status.

Information about this inspection

Inspector

Rubina Nijabat

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.
- Parents shared their views about the quality of care and education the childminder provides for their children.
- The childminder discussed how she ensures the areas used by children are safe and suitable.
- The inspector viewed relevant documents as part of the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector observed the quality of interactions between the childminder, the childminder's assistant and the children present.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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