

Childminder report

Inspection date:

21 September 2021

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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Overall, children enjoy learning through play. They self-select toys, such as a large fire engine from the boxes in the conservatory, and take them to the childminder to show her. However, the childminder does not always make the most of children's emerging interests to further challenge and extend their play. Consequently, at times, children lose interest and go off to look for something else to play with. They make some progress in relation to their individual starting points. However, the childminder has yet to fully develop an ambitious curriculum to enable her to appropriately support all children's learning and development.

Children learn about simple mathematical concepts as they push different-coloured shapes into their corresponding slots in a sorting toy. The childminder encourages children to say the name of the shapes. Children name the colours and are happy when they receive heartfelt praise from the childminder. Consequently, children are confident and keen to try new experiences.

Children enjoy being with the childminder. They have close relationships with her and each other. Children play happily alongside each other, take turns and share resources. They confidently approach the childminder for comfort and reassurance when they are tired or in need of a hug. This helps to support their personal and emotional development.

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

- The childminder has had an extended length of time away from childminding and has yet to fully implement a robust and ambitious curriculum. She understands the individual areas of learning and how these help to support children's development. However, the childminder has not fully thought through how to challenge and extend children's interests and next steps to enable them to make the best possible progress.
- The childminder forms close partnerships with parents. She gathers a wide range of information from them when their children start attending her setting. This enables her to meet their individual care needs and keep daily routines familiar. The childminder shares information with parents when they drop off and collect their children, which helps to maintain good continuity in children's care.
- Children respond to the childminder's questions, and they gradually grow in confidence as they receive praise and encouragement for their answers. They confidently try to link two or more words together to form a sentence, which helps to support their communication and language skills.
- Children listen intently as the childminder reads them a story. They respond to her questions, for example by pointing out the sunglasses on the page and then

showing the childminder where their own eyes are. This shows that they are able to make connections in their knowledge. Similarly, when children spot ducks on the page of the book, they spontaneously make a 'quacking' sound and independently try to count the number of ducks.

- The childminder has limited outside space available for children to play in. She makes good use of the local park to enable children to run off excess energy and develop their physical skills.
- Children have daily opportunities to learn key skills, such as taking care of their own personal needs. They know that they need to wash their hands prior to eating and sit down at the table for snack and other meals. The childminder provides children with healthy options for snack, such as fruit, while parents provide their children with packed lunches.
- The childminder ensures that she has all required policies and procedures in place to help maintain the smooth running of her setting. She sometimes works with an assistant. The childminder ensures that her assistant attends relevant training with her, such as safeguarding and paediatric first-aid courses. This helps to ensure that her assistant is appropriately qualified and can be left in sole charge of children for short periods.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has maintained her safeguarding and child protection knowledge while she has been away from childminding. She has a good understanding of the signs and symptoms which could indicate that a child is at risk of harm or abuse. The childminder knows what to do in the event of any concerns to ensure children's safety. She has a good knowledge of other risks to children, such as the dangers posed by radicalisation or while they are using electronic devices.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the curriculum to ensure that it is ambitious, suitably challenging and enables all children to make the best possible progress.	18/12/2021

Setting details

Unique reference number	202264
Local authority	Essex
Inspection number	10207216
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	16 August 2017

Information about this early years setting

The childminder registered in 1998 and lives in Harlow, Essex. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant childcare qualification at level 3. She sometimes works with an assistant.

Information about this inspection

Inspector

Sue Mann

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 showed the inspector all areas of her premises and discussed how she ensures that they are safe and suitable.
- The childminder discussed her intentions for children's learning.
- The inspector observed the quality of education and assessed the impact on children's learning.
- 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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