

Childminder report

Inspection date:

23 January 2020

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

Children do not make suitable levels of progress as the childminder does not accurately assess their development. They do not always have an appropriate balance of activities between those they choose for themselves and adult-led activities. The childminder does not always recognise when children want to lead their own play or make good use of their interests to help extend their learning further. At times, children do not have consistent boundaries to help them learn to manage their own behaviour.

Children do not always receive timely support to help them quickly close gaps in their learning. For example, the childminder is aware of aspects of children's learning where they need additional help. However, she has yet to refer children on to professionals and specialist services who can help. Despite the weaknesses in the quality of education and behaviour management, children enjoy their time with the childminder. They affectionately call her 'nana' and are excited to see her when they arrive. Children carefully thread hoops of breakfast cereal onto flavoured edible laces. They hold the lace in one hand and use their fine motor skills to gently push the lace through the hole in the breakfast cereal. Children proudly hold up their 'necklace' to show the childminder.

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

- The childminder does not effectively assess children's progress to help her identify all gaps in their learning. This impacts on her ability to plan precisely for what they need to learn next in order to be ready for the next stage in their learning.
- The childminder provides children with many adult-led activities. There is not an appropriate balance of adult-led activities and those children choose for themselves. Too many activities are led by the childminder, which does not fully engage or motivate children, as they want to go and play with something else.
- At times, the childminder does not manage children's behaviour effectively. They do not have consistent boundaries to help them learn to share, take turns and play together. Instead, the childminder often gives children stickers to distract their unwanted behaviour.
- The childminder recognises when children's communication and language skills are not appropriate for their age. She has not developed effective arrangements to ensure children receive tailored support to help close gaps in their learning.
- The childminder has a very wide range of resources and toys. However, she misses the opportunity to build on children's interests to help extend their learning further, particularly when they choose resources for themselves.
- Partnerships with parents are good. The childminder shares information with parents when they collect their children. This helps to keep them informed about

what children have done during the day. She shares children's learning journals with them and encourages parents to talk to her about what children enjoy doing at home. Parents comment that they are very happy with the care their children receive.

- Children have good opportunities to develop their independence skills. The childminder encourages children to manage their own self-care needs and help to prepare their own snacks. They unpack their lunch bags and know they should eat their sandwiches first.
- The childminder ensures that children play outside regularly. She uses her garden and a playing field close to her home. Children enjoy being able to run about and burn off excess energy, which helps to support their physical well-being and good health.
- The childminder takes children to various groups and local amenities where they meet up with other local childminders and their minded children. For example, they all meet up at local soft-play centres, where children learn to climb, balance and move in a range of ways.
- The childminder shares ideas and practice with other local childminders, which helps to provide children with new activities and experiences. These are planned to coincide with cultural celebrations and festivals, which helps to develop children's understanding of differences and similarities within the wider community.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has updated her safeguarding knowledge to include all recent guidance. She has a good understanding of child protection matters and the signs that may indicate a child is at risk of harm. The childminder shares her safeguarding policies and procedures with parents, which means they are aware of her responsibilities to protect children. The childminder risk assesses her setting and the outside space to help ensure that children are able to play safely indoors and outdoors.

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 assessments of children's achievements are accurate and used effectively to plan precisely for what children need to learn next	27/03/2020

improve the balance of adult-led and child-initiated activities to ensure that children are motivated, stimulated and excited to learn	27/03/2020
implement effective, consistent strategies to help children learn how to manage their own behaviour	28/02/2020
develop links with other professionals to ensure that appropriate support is sought to help close any gaps in children's learning and development.	28/03/2020

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

- make greater use of opportunities as they arise to support and extend children's interests further.

Setting details

Unique reference number	203136
Local authority	Essex
Inspection number	10062902
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	18 November 2015

Information about this early years setting

The childminder registered in 1998 and lives in Clacton-on-Sea, Essex. She holds an appropriate early years qualification at level 3. The childminder provides care from 7.30am to 5pm, Tuesday to Thursday, term time only. She receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sue Mann

Inspection activities

- The inspector observed the childminder interacting with the children.
- The childminder showed the inspector around the setting and discussed how she organises the resources and learning environment to help support children.
- The inspector spoke to the children, available parents and the childminder.
- The inspector discussed with the childminder how she observes, assesses and plans for what children need to learn next.
- The inspector sampled evidence of the childminder's qualifications and evidence of suitability of all those living and working on the premises.

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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