

Childminder report

Inspection date:

12 July 2022

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The quality of education for children is variable. The childminder has good knowledge of individual children's stage of development. However, she does not consistently support children in their learning and does not plan activities effectively to meet their individual needs. Babies do not have enough appropriate activities that stimulate their curiosity and sustain their attention. For example, they do not have access to toys that make a sound or those which show a young child that they can change something in their environment.

Children build secure attachments with the childminder, and they respond positively to her. They enjoy a cuddle and are confident in their play, showing they feel safe and secure. The childminder soothes babies to sleep by singing them a gentle lullaby. However, she does not introduce them to new vocabulary effectively, or offer rich adult interactions that support them to develop their speech and communication skills. Children benefit from daily trips to the local park. They enjoy fresh air and relax, watching the clouds go by while the childminder pushes them on a swing. Indoors, the childminder provides opportunities for children to learn through trial and error. This allows for children to persevere and keep trying.

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

- The childminder is proactive in continually developing her knowledge of early years. She is dedicated to improving her practice and attends regular training courses and liaises with other childminding providers. However, she does not use this knowledge effectively to present the information to children in a way that offers the appropriate level of challenge, or to adapt her method accordingly.
- The childminder has good knowledge of her individual children. However, children do not benefit from a well-designed curriculum that builds securely on what they know so that they experience consistently good learning opportunities.
- Young children do not consistently benefit from sustained support to help them develop their communication skills. Sometimes, the childminder does not spend enough time interacting and talking to children to ensure they hear a rich variety of words that help lay firm foundations for their language and cognitive development.
- The childminder praises children's efforts, which helps them to feel valued. She is consistent in encouraging children to say 'please' and 'thank you', and she always speaks to them in a respectful and calm manner. Children are learning positive behaviours because the childminder is a good role model. For example, when a child passes a toy to the childminder, she says 'thank you' and tells them

that 'sharing is caring'.

- The childminder promotes children's good health and encourages them to follow sensible hygiene routines. However, she does not provide appropriate equipment at mealtimes so that children can do things for themselves. For example, babies who are learning to feed themselves do not have access to a spoon, to enable them to become independent at mealtimes.
- Children enjoy their time with the childminder. Young children spend time moving around and selecting what they want to play with. They sit and concentrate as the childminder encourages them to look at the toy farm animals as she names them.
- The childminder understands the importance of good partnership working with parents and builds trustworthy relationships with them. She is committed to working with parents to ensure continuity in their children's care, supporting and establishing good care routines. Parents are kept well informed about children's progress daily through verbal communications and text messages.
- The childminder understands the importance of teaching children to be respectful and developing their understanding and appreciation of diversity. She helps children to recognise and celebrate their similarities and differences. For example, she teaches them about different festivals and the traditions of others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust safeguarding knowledge and is able to identify signs of possible abuse and neglect. She demonstrates that she knows the correct procedure for reporting a safeguarding concern and would do this in an effective and timely manner. The childminder is confident in the procedures to follow if she had any concern about another adult working with children. She keeps up to date with regular safeguarding courses.

What does the setting need to do to improve?

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

	Due date
use the knowledge and skills gained from professional development opportunities to improve teaching and the delivery of good-quality learning experiences for children	12/01/2023

provide a range of interesting and stimulating activities that meet individual children's learning needs, focusing on what they need to learn next to secure their good progress	12/01/2023
offer children rich opportunities to develop their communication and language skills so that the development of their spoken language firmly underpins all seven areas of learning.	12/01/2023

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

- provide appropriate equipment at mealtimes so that children can do things for themselves, and they become more independent.

Setting details

Unique reference number	2547315
Local authority	Essex
Inspection number	10215610
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	0 to 8
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She provides care from Monday to Friday, 8am until 6pm, all year round. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louisa Taylor

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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector completed a learning walk together to discuss and understand how the early years provision is organised.
- The inspector carried out a joint observation with the childminder and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of the childminder and a selection of training certificates.

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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