

Childminder report

Inspection date: 13 June 2025

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Breaches in the safeguarding and welfare requirements of the statutory framework for the early years foundation stage have a negative impact on the children's learning, safety and well-being. The childminder does not fulfil her role well enough to ensure that children are kept safe at all times. She is unclear about some child protection procedures. The childminder is inconsistent in her approach to hygiene and the support of children's good health. Risk assessments are not effective, particularly when children are on outings.

Children behave well and are happy in the childminder's care. The childminder is attentive and recognises children's individual emotional needs. Relationships between the childminder and children are positive. Children show that they are content and relaxed in her care. However, they do not benefit from an ambitious curriculum that offers appropriate levels of challenge and promotes a positive attitude to learning. The childminder does not focus on what each child needs to learn next when supporting their play and learning. Nevertheless, some incidental learning takes place. For example, as children play, the childminder encourages them to count. Children repeat number names and talk about colours, which helps to support their mathematical development. They demonstrate some levels of independence as they make their own choices about the toys and resources they play with each day.

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

- The childminder does not sufficiently evaluate her provision to ensure that she consistently meets the statutory requirements. Some welfare and safeguarding requirements are not fully met, and the quality of education is inadequate. The childminder has attended safeguarding training and understands the signs and symptoms of abuse. However, she does not have sufficient knowledge and understanding of the local safeguarding partnership procedures or the roles of relevant agencies. This includes what to do if she has concerns about another adult working with children. This compromises children's safety.
- The childminder broadens children's experiences by taking them on planned outings. For example, children visit the sea-life centre, playgroups, soft-play centres and the library. This helps them to socialise with others and learn about the world around them. However, she does not always effectively risk assess these outings in order to keep children safe and to limit the number of accidents occurring.
- The childminder's hygiene practices do not meet the personal needs of children or protect their health. For example, she does not ensure that children wash their hands after they have been playing outside and come in to eat their lunch. Also, the childminder does not wash her own hands in-between changing

different children's nappies. This does not promote children's good health or reduce the risk of cross-contamination.

- The childminder does not observe and assess what children know and can do effectively. This means she does not have an accurate understanding of their abilities. She does not focus closely enough on children's individual next steps in learning. This restricts her ability to assist them in building on what they already know and can do, in order to make the best progress possible.
- The childminder sings with children and reads them stories. Children enjoy their time outside playing in the garden. They operate wheeled toys and confidently navigate the space available. They show curiosity and laugh with delight as they chase bubbles. However, the childminder has a poor understanding of the areas of learning. This has an impact on her ability to implement an ambitious curriculum that precisely considers children's individual interests and stages of development.
- Children are supported by the childminder to manage their feelings and behaviours. She encourages them to be kind and considerate to one another, to follow instructions and to share toys. Children seek out the childminder for comfort when they become upset. She reassures them with kind words and cuddles.
- The childminder supports children to have a love for reading. They spend a lot of time looking at books together. Children listen to the childminder as she reads. Children look at the illustrations and answer questions such as naming the different items in the picture books. This helps to develop children's communication, speech and language skills.
- The childminder communicates effectively with parents. They explain that they get detailed feedback about their child's day. They value the opportunities that the childminder provides for children to attend toddler groups and visit places of interest.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

	Due date
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ensure safeguarding policies and procedures are in line with the statutory requirements of the EYFS and the local safeguarding partnership procedures	25/07/2025
develop a secure understanding of safeguarding to understand how to respond to safeguarding concerns appropriately	25/07/2025
promote good health and hygiene to help children to learn about basic hygiene practices and how to keep themselves healthy and safe, as well as to reduce the risk of cross-contamination	25/07/2025
implement robust risk assessments for outings so children remain safe	25/07/2025
assess what children know and can do and use this information to plan tailored and suitably challenging activities which support their individual development	25/07/2025
implement an ambitious and well-sequenced curriculum that precisely considers children's individual needs, their interests and stages of development.	25/07/2025

Setting details

Unique reference number	2789018
Local authority	Essex
Inspection number	10403731
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	0
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024 and lives in Hockley, Essex. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder also provides overnight care on request.

Information about this inspection

Inspector
Tina Mason

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The childminder explained her intentions for the children's development and how she plans and implements her education programme.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to children during the inspection.
- Parents shared their views of the setting in writing.
- The childminder provided the inspector with a sample of key documents 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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