

Childminder report

Inspection date: 12 January 2024

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The provision for children's learning is weak. The childminder does not plan an effective curriculum based on the children's interests or what she already knows about them. Children freely choose toys and resources to play with, but lose interest quickly. As a result, on occasions, children become distracted and confrontational towards each other.

The childminder and her assistant do not use effective behaviour management strategies to help children learn to manage their own feelings and behaviours. They do not recognise that younger children need opportunities to move around and play in a physical way in line with their stage of development. The childminder does not provide children with outdoor learning opportunities and they do not get to experience fresh air and exercise on a daily basis. Children do not develop an understanding of the boundaries as the childminder does not always follow through with directions, such as tidying up the toys before moving on to the next activity. Children's personal care is not well managed. For example, children sleep in buggies. This includes children who are too tall to fit into the buggy comfortably.

Despite this, children giggle excitedly as they engage in a game with the childminder. They count, take part in colour recognition activities and enjoy singing to music.

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

- The childminder has not undertaken any training or professional development, other than safeguarding, since her last inspection. This means she has not continued to develop the skills and knowledge she needs to provide a good-quality early years provision. The childminder has not kept up to date with changes in guidance and current practices, resulting in poor quality provision for the young children she cares for.
- The childminder works with another registered childminder and assistants each afternoon. They provide up to 50% of their provision in additional non-domestic premises. The childminders do not have clear enough procedures in place to show which childminder cares for which child when working together. This means the key-person system is weak and confusing for children and their parents.
- The childminder and her assistant demonstrate poor understanding of how to manage children's behaviour, appropriate to their development. For example, younger children who benefit from opportunities to express themselves physically, are inhibited from doing so. The childminder provides few opportunities for children to play outdoors or to participate in physical play. Younger children who show a need to run and be physical are seated in booster-

style chairs with harnesses to complete puzzles.

- The childminder, her co-childminder and assistants place children to rest after lunch in baby buggies. There is little consideration given to the appropriateness of such sleeping arrangements. For example, children aged over three years are placed in buggies, which are far too small for them to be able to rest comfortably.
- The childminder does not use the information she already knows about children to plan purposeful and effective learning opportunities. She encourages children to learn colours, name shapes and count as part of her general curriculum. However, the childminder does not monitor children's progress or follow children's individual learning journey. She does not provide children with purposeful or challenging learning experiences.
- The childminder does not have effective arrangements for the supervision of assistants who work directly with children. Therefore, they receive limited coaching, support, training and help to continuously improve their practice.
- The childminder provides opportunities for parents to share their views of her provision. However, she does not obtain clear enough information from parents, for example, about settings which children have previously attended to enable her to fully understand children's starting points.
- The childminder makes use of local toddler groups to help to develop children's social skills.

Safeguarding

The arrangements for safeguarding are effective.

There is 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 and Childcare Register the provider must:

	Due date
ensure that the curriculum is ambitious for each child and takes into account children's interests, individual needs and stage of development	09/02/2024
develop knowledge, skills and the use of training opportunities in order to provide a good-quality early years provision	09/02/2024

support assistants to undertake appropriate training and professional development opportunities to ensure they offer quality learning opportunities for children	09/02/2024
put in place arrangements for the effective supervision, coaching and training of assistants to foster a culture of mutual support, teamwork and continuous improvement	09/02/2024
develop a secure key-person system, which ensures that every child's care is tailored to meet their individual needs, offers a settled relationship for the child and builds effective relationships with parents and carers	09/02/2024
support, understand and manage children's behaviour in a positive and appropriate way	09/02/2024
ensure that outdoor activities are planned and taken on a daily basis	09/02/2024
ensure sleeping arrangements are suited to the age of the child	09/02/2024
ensure the effective arrangements for enabling a regular two-way flow of information with parents and carers and with other early years settings that children attend or have previously attended.	09/02/2024

Setting details

Unique reference number	EY246463
Local authority	Essex
Inspection number	10220002
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 5
Total number of places	6
Number of children on roll	15
Date of previous inspection	29 January 2018

Information about this early years setting

The childminder registered in 2002 and lives in Harlow, Essex. She operates all year round from 7am to 7pm, Monday to Friday, except for bank and family holidays. The childminder works with a co-childminder and assistants. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lynn Hughes

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 provision.
- The inspector viewed all areas of the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed the intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided indoors, and the impact that this was having on children's learning.
- The childminder and inspector discussed an observation and how the curriculum had been implemented.
- Parents provided the inspector with written feedback.
- 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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