

Childminder report

Inspection date: 16 February 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

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 childminder has not provided Ofsted with the necessary information to allow Ofsted to carry out all required checks to ensure the suitability of all household members. While the childminder has obtained enhanced Disclosure and Barring Service checks for all those living at her address, she does not have sufficient knowledge of all requirements of her registration to ensure that Ofsted can complete all required checks on household members. This means that the safety of children cannot be assured.

Nevertheless, children are very happy with this kind and welcoming childminder. They show that they feel relaxed and comfortable in her care and quickly form strong attachments. Despite the COVID-19 pandemic, the childminder works closely with families to settle children quickly. Children are confident to express their needs. Older children chatter happily and confidently choose from the extensive range of opportunities the childminder provides. Younger children are fully included. The childminder makes sure that she provides them with the attention that they need to play alongside their friends. All children make excellent progress.

The childminder is a positive role model and has high expectations for children's behaviour. Children learn excellent manners as she supports them to be polite and kind. They happily tidy up when they have finished playing with toys as they discuss what they want to do next.

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

- The childminder does not have a full understanding of all requirements of her registration. For example, she was unaware of the requirement to inform Ofsted of changes to the members of her household within 14 days.
- Nevertheless, the childminder does understand how to support children's learning and development to a high standard. Children gleefully count at every opportunity. Older children build on what they have learned at nursery. The childminder challenges them to keep going and count beyond 20. She naturally threads mathematical language throughout her playful interactions. All children make good progress with their mathematical development.
- The childminder listens to children carefully and values their thoughts and opinions. She speaks clearly, naming and giving words to babies' non-verbal communication. Books are plentiful throughout the setting. Older children love to read to their younger friends who snuggle in for a story. Children develop a love of books and strong communication skills.
- The childminder plans regular outings. They go to the beach where they can run, dig in the sand and collect shells. They use what they have found for arts

and crafts or to match and sort. Children go to cafes where the childminder teaches them how to behave in social situations. They are physically active and learn valuable social skills they will need for later life.

- The childminder teaches children friendly and cooperative behaviours. When they struggle to manage their own behaviour, the childminder offers gentle support. Children quickly learn how to play together, take turns and share.
- The childminder works effectively with other settings that children attend. She supports children with their homework and builds on what they have been doing at nursery. She regularly shares information that enhances children's experiences and helps them build on their prior learning.
- The childminder knows the children in her care very well and talks confidently about their capabilities. She makes careful observations and assessments of their progress, including carrying out the progress check for children aged between two and three years. She plans a wide range of age-appropriate activities to prepare them for their next stage in learning. Overall, children make very good progress.
- The childminder demonstrates a positive attitude to diverse families and cultures. For instance, she shares with children a range of books and resources about different types of family. This helps to prepare them for life in modern Britain.
- Children reflect regularly on previous experiences. For example, they play at birthday parties and remember not to blow on the cake to avoid spreading germs. This helps them to cement what they have learned.
- Although the childminder plans to teach children good independence skills, she occasionally steps in too quickly to do things they could do for themselves. This means that they are not able to take all opportunities to practise these skills.
- Parents are delighted with the care and support the childminder provides. She gathers valuable information about children and offers guidance to support children's development. For example, she provides helpful advice about toilet training. Parents feel valued as partners in their children's learning.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder has not provided Ofsted with the necessary information to allow Ofsted to carry out all required checks to ensure the suitability of all household members. This means that the safety of children cannot be assured. Despite this, the childminder has a good knowledge and understanding of the signs that a child might be at risk of abuse or neglect. She is aware of wider safeguarding concerns, such as the risk to children from county lines. The childminder is clear about the actions she needs to take should an allegation be made against anyone living in her home.

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 Ofsted is provided with all necessary information to allow them to carry out necessary checks on household members.	21/02/2022

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

- implement the curriculum fully by ensuring that children have even more opportunities to practise their independence skills.

Setting details

Unique reference number	EY246825
Local authority	Southend-on-Sea
Inspection number	10071983
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 6
Total number of places	6
Number of children on roll	13
Date of previous inspection	30 September 2015

Information about this early years setting

The childminder registered in 2003 and lives in Leigh-on-Sea, Essex. She operates on Monday to Thursday all year round, except for bank holidays and family holidays. The childminder is registered to provide overnight care. She holds a relevant qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Terrie Simpson

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 the premises and discussed how they ensure that they are safe and suitable.
- 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 outdoors, and assessed the impact on children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- The inspector took account of written feedback from parents.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022