

Childminder report

Inspection date:

21 July 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are compromised. Risk assessments are not robust enough to identify and minimise all risks to children. For example, a paper shredder is left turned on on the kitchen floor. This is in easy reach of children. Electrical cables hang loose between plug sockets and kitchen worktops, also well within children's reach.

The educational programme does not effectively support children's communication and language development, or their personal, social and emotional skills. Children are not given time or sufficient opportunities to respond to the childminder's questions. They are not consistently supported to learn to recognise and manage their feelings in an appropriate manner. This limits children's progress and readiness for the next stage in their education.

Despite the weaknesses, children have close relationships with the childminder. They are confident, happy and at ease in her company. Children practise their physical skills as they kick balls, ride scooters and crawl through a tunnel in the garden. They enjoy sorting through seashells, trying to match colours and sizes. Children listen with interest to the childminder as she reads a story about a crab. They experiment with play dough and shells, curious to see what patterns they can make.

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

- The childminder fails to identify and minimise all hazards in her home and garden to help keep children safe. For example, electrical cables dangle at children's head height. In the garden, the childminder overlooks the danger posed by a metal wheelbarrow propped up unsecured against a fence. Consequently, this fails to ensure children's safety, particularly as the childminder often leaves them alone outside while she goes indoors to fetch drinks and resources.
- The quality of teaching is not good enough to help children make suitable levels of progress. They are not ready for the next stage of their learning, including the move to school when the time comes. The educational programmes do not provide children with appropriate challenge to inspire and motivate them to learn. The childminder does not always make the most of opportunities to develop children's communication and language skills. For example, she often asks children questions that require one word or a nod in response. Sometimes, the childminder answers her own questions before children have an opportunity to form an appropriate response.
- The childminder fails to provide children with a curriculum that supports their personal, social and emotional development. Some children struggle to manage

their feelings and emotions in ways appropriate for their age and stage of learning. For example, when children choose to play a game together, some quickly become upset when their friends win and they do not. The childminder does not always manage this change in behaviour quickly enough to defuse the situation.

- The childminder has completed the required suitability checks for household members. This was an action raised at the last inspection. She uses children's learning records to help identify areas of her practice to develop. However, the childminder has yet to use this information to raise the quality of teaching and the educational programmes.
- There are positive links between the childminder and local school teachers. Children who are due to start school accompany the childminder when she collects older children. This helps them to become familiar with the new environment and develop confidence.
- The childminder keeps parents updated through regular messages and speaking to them at drop off and collection times. She encourages them to share any changes to children's current interests and what they have learned while at home.
- Children develop a clear understanding of the importance of keeping themselves healthy. They enjoy eating fruit and vegetables at snack and mealtimes. The childminder encourages them to try foods, such as strawberries and cucumber, before deciding whether they like them or not. Children develop positive attitudes to food. They learn to recognise when they are thirsty and independently access their water bottles when they need a drink.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder fails to effectively risk assess her home and garden to ensure that she identifies and minimises all possible hazards to children. This compromises children's safety and well-being. However, she completes child protection training regularly to help keep her knowledge updated. The childminder is aware of the signs and symptoms that may indicate children are at risk of harm or abuse. She understands the dangers posed to children from radicalisation or extremist behaviour. The childminder knows how to report any concerns, including the statutory authorities to contact, to help keep children safe.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
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take action to ensure that all possible risks to children are identified and minimised to keep children safe	26/08/2022
improve the quality of teaching to ensure children receive consistent, good quality learning experiences that prepare them for the next stage in their education.	26/08/2022

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

	Due date
take action to make the most of every opportunity to support and extend children's communication and language skills	26/08/2022
ensure the educational programme for children supports their personal, social and emotional development and helps them to learn to manage their own feelings.	26/08/2022

Setting details

Unique reference number	EY246825
Local authority	Southend-on-Sea
Inspection number	10230940
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	9
Date of previous inspection	16 February 2022

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. 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

Sue Buckingham

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector all areas of their premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss their intentions for children's learning.
- 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 inspector discussed an observation and how the curriculum had been implemented and the impact that this had on children's learning.
- 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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