

Childminder report

Inspection date:

7 February 2025

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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children are generally happy, content and settled in the childminder's care. They enjoy the interactions they receive from her, as well as playing independently. Children have some opportunities to select resources from the range presented for them by the childminder. However, she does not ensure that the curriculum is planned effectively to enable children to guide their own learning. The environment is not exciting and challenging, and many of the resources available are better suited to younger children. This means that children are not being supported to further develop their knowledge and skills. The childminder has improved her verbal interactions with children since the last inspection. At times, she asks children too many questions in quick succession and often answers the questions before children have time to think and consider their response.

Children's behaviour is good. They show their understanding of the childminder's rules, and she helps them to understand about sharing and taking turns. The childminder has a good relationship with the children and speaks confidently about what she knows they like and enjoy. She takes them to a range of clubs and activity sessions with other children to help to develop their social skills. The childminder uses the activities presented in such sessions to enhance children's knowledge and skills. While this is an effective way of extending the learning opportunities, it means that the childminder's curriculum is not always tailored to the individual children in her care and based on whatever activity is being presented in the activity sessions outside of her home.

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

- The childminder has made progress since her last inspection. She has worked well with the local authority and completed some online training courses to extend her knowledge. The childminder regularly meets with other childminders and uses this forum to share information about new guidance and approaches to early education. As a result, the childminder now demonstrates a better understanding of what children need to learn. However, there remains some weaknesses in the quality of teaching.
- The childminder considers ways of encouraging children's speech and language. She is keen to further enhance her knowledge, for example, through training opportunities specifically around communication. At present, however, her use of questioning children to encourage a greater flow of communication is not effective. Children are asked too many questions, often very quickly. The childminder does not provide children with sufficient enough time to consider their thoughts and respond, before answering the question for them. As a result, this method of teaching to enhance children's speech is not effective.
- Children move confidently between the areas of the childminder's home,

dedicated to childminding. The childminder presents a small selection of resources that she knows children like for them to freely access. However, the childminder does not always present children with a wide enough selection of resources for them to fully engage in play. For example, they have access to a play kitchen, but are not provided with the kitchen resources to be able to extend their play.

- Partnerships with parents are secure. The childminder shares information with parents about what their children have been doing each day. She offers advice on issues, such as potty training, and works with parents to decide on the best time to begin this process. The childminder has a good relationship with the school that she mostly collects children from.
- Children spend time completing puzzles and matching activities. They build towers and buildings with the construction bricks and create houses for the selection of animals. The childminder sits with children and supports them, encouraging them to build higher and narrating their play.
- The childminder makes good use of the local environment to create new learning opportunities. For example, she takes children to visit parks and woods close by. They have opportunities to practise their physical skills on the playground equipment.

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, the provider must:

	Due date
implement a curriculum that includes meaningful, sequential learning opportunities that ensure children have plenty of time to revisit and practise their new knowledge and skills	28/03/2025
develop teaching in relation to the use of effective questioning techniques to enhance children's thinking skills to support their learning further.	28/03/2025

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

- review and evaluate the effectiveness of the environment to create an interesting, challenging and resourceful space where children feel inspired to learn.

Setting details

Unique reference number	EY262160
Local authority	Essex
Inspection number	10337532
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	3 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	26 February 2024

Information about this early years setting

The childminder registered in 2003. She lives in Loughton and operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Lynn Hughes

Inspection activities

- The childminder showed the inspector all areas of their premises used for childminding and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed observations of activities, how the curriculum has been implemented and the impact that this has had on the children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents.

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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