

Childminder report

Inspection date:

26 February 2024

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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The childminder has a kind and caring manner, and it is evident that children feel safe, content and secure in her care. They independently seek her out for cuddles and reassurance. Children happily choose from the toys that are available. However, the childminder does not consistently plan activities that build on what they already know and can do. This occasionally leads to children becoming unsettled as they are not engaged in purposeful play.

The childminder provides children with a range of outings which allow them to appreciate the local environment and develop their social skills. For example, children regularly socialise with other children at local toddler groups. They learn about the natural environment as they explore the local area and parks. The childminder provides children with the opportunities to develop their large motor skills as they use ride-on toys in the garden.

The childminder provides healthy snacks. However, occasionally, she forgets to implement handwashing routines for the children. The childminder supports children to build secure relationships with other children. She understands that younger children need further support, as they are still learning how to share and take turns. As a result, children's behaviour is generally good.

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

- The childminder has made some improvements to her practice since her last inspection. For example, she has updated her safeguarding knowledge. The childminder has received support from the local authority and has completed some further training to support her practice. However, the childminder does not consistently monitor and evaluate her provision to ensure that she identifies all weaknesses. Consequently, some weaknesses remain and the provision is not yet good enough.
- The curriculum lacks ambition. Children take part in free play, this means much of their learning is incidental. Adult-led activities are not fully thought through. While the childminder knows the children, and has identified appropriate next steps to help them progress in their learning, these are not embedded in their play.
- Younger children communicate their needs and feelings to the childminder. They take her by the hand and show her what they want. She talks to children as they play and asks them some questions. However, she does not support children effectively to develop their growing vocabulary and learn new words. She does not always recognise when young children are ready to move on from baby talk.
- The childminder provides opportunities for children to learn about the local environment in their daily routines. Children find out about the natural world, for

example, through regular walks. The childminder supports children's physical development, for example, during time spent at the park and soft-play centres. Children learn to socialise with large groups of children when they meet with other childminders and their children. She encourages children to practise using their small-muscle skills as they use their finger grip to hold pens and complete puzzles.

- The childminder does not consistently help children to learn about good health and hygiene routines. She works with parents to ensure that they provide healthy packed lunches for their children. Children also benefit from plenty of fresh air and exercise. However, the childminder does not consistently encourage children to wash their hands before meals, and nappy changing procedures are not suitably hygienic.
- The childminder supports children to develop their personal, social and emotional skills. For example, they pretend to be doctors and hairdressers. This helps children to show care and concern for others.
- The childminder introduces some mathematical concepts. She often counts objects or encourages children to match colours together. This helps children to become familiar with mathematical language from a young age.
- 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 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
ensure that nappy changing and personal care routines promote good hygiene at all times	15/04/2024
plan and deliver a high-quality curriculum that consistently motivates children to learn and builds effectively on what all children already know and can do.	15/04/2024

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

- improve the curriculum for communication and language so that children hear the correct word and benefit from a rich and varied vocabulary to further develop their speaking skills
- monitor the quality of the provision to ensure all the weaknesses are identified to continue to make sustained improvements.

Setting details

Unique reference number	EY262160
Local authority	Essex
Inspection number	10311337
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	2 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	5 September 2023

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
Tina Mason

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed an observation and how the curriculum has been implemented and the impact that this has on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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