

Childminder report

Inspection date: 26 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 quality of teaching is inadequate. Additionally, care practices do not promote children's welfare. Children choose to play with resources they like; however, the childminder and her assistant do not interact with children effectively. As a result, children wander around with no focus to their play, which has an impact on their behaviour. The childminder and her assistant do not help children to learn about socially acceptable behaviour.

The childminder does not consider how to support children's individual learning needs successfully. Activities are not well organised, and learning opportunities do not support children's different stages of development. As children play with dough, it is too cold and stiff for younger children to manipulate. The childminder asks older children questions they already know the answer to. Additionally, the childminder and her assistant do not use a range of words to extend children's vocabulary or promote children's social skills. The childminder and her assistant stand over children while they eat their meals, instead of providing them with purposeful and interesting discussions.

That said, children snuggle up to the childminder and her assistant to enjoy stories. They repeatedly ask for books to be read. As the adults read, the children listen and answer questions about the story. This generally helps to foster children's love of reading.

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

- Learning experiences do not target children's next steps. The childminder and her assistant understand what children can be taught from a variety of activities. However, their interactions do not support children to make good progress in their learning. For example, when young children bring the childminder a fidget toy, she begins talking about using it as a hat. This does not focus on the child's individual needs, as identified by the childminder, of building their finger strength. This means that most learning achieved by children is incidental.
- Children have little adult-guided play to challenge their abilities. When the childminder sings a song and uses instruments, the children follow instruction and experience a range of movement. However, children quickly lose interest and soon become distracted with other toys. When the childminder and her assistant sit with the children, they ask mundane questions and do not challenge older children's thinking skills.
- The childminder does not follow professional guidance. She regularly lays toddlers to sleep in pushchairs that are not suited to their age. This does not promote their long-term physical development. At times, the childminder does not prevent children from moving the pushchairs and bumping them into the

table while toddlers are sleeping in them.

- The poorly organised environment and interactions mean that children sometimes become bored and misbehave. The childminder and her assistant do not use these incidents to help children understand the impact of their actions. For example, the childminder's assistant asks young children to use 'kind hands' or she puts a toy away rather than teaching children to take turns. Additionally, the childminder and her assistant do not teach older children how to resolve situations themselves by speaking to their peers.
- The childminder has not developed her teaching skills since the last inspection. While she attends mandatory courses, such as paediatric first-aid training, she has not progressed her own teaching expertise. As a result, the childminder does not focus sharply on children's learning to help them make good progress over time. Furthermore, the childminder has failed to ensure that her assistant has also developed their abilities.
- The childminder and her assistant promote positive health practices. They encourage children to wash their hands before eating and after using the toilet. The childminder and her assistant wash their own hands after they have wiped children's noses. This helps to prevent the spread of infection.
- Parents report that their children enjoy their time with the childminder. Parents say that the childminder always raises any concerns about their child with them.

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
plan and deliver a challenging and enjoyable curriculum, which takes into account each child's interests, individual needs and stages of development	28/03/2024
ensure there is a balance of play that is led by children and learning that is guided by adults	28/03/2024
ensure children receive a language-rich experience to build on their communication skills	28/03/2024

make sure children are helped to develop their social skills through good quality supported interactions	28/03/2024
ensure sleeping arrangements are thoroughly risk assessed, suitable to the age of the child and promotes their physical health	08/02/2024
ensure staff manage children's behaviour in ways that are appropriate to their age and stage development	08/02/2024
ensure the professional development opportunities help to improve knowledge and skills in order to provide a good quality early years provision	28/03/2024
support assistants to undertake appropriate professional development opportunities to ensure they offer quality learning opportunities for children.	28/03/2024

Setting details

Unique reference number	EY276316
Local authority	Essex
Inspection number	10220004
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 3
Total number of places	12
Number of children on roll	8
Date of previous inspection	19 July 2019

Information about this early years setting

The childminder registered in 2004 and lives in Harlow, Essex. She operates from Monday to Friday, from 7.30am to 5.30pm, all year round, except for bank holidays and family holidays. The childminder works with an assistant and a co-childminder. The childminder operates 50% of her time from the Unity Church Hall. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Elke Rockey

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 childminder.
- The childminder told the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided at the childminder's home and at the hall, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation of a planned activity.
- The inspector read several written testimonials from parents during the inspection and considered their views.
- The childminder provided the inspector with a sample of key documentation on request.
- Children talked and sang with the inspector during the inspection.

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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