

Childminder report

Inspection date:

18 November 2021

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

Not Met (with actions)

What is it like to attend this early years setting?

The provision requires improvement

Children do not always enjoy activities provided for them. This is because the childminder does not always plan activities and learning experiences based on what children can do, and what is achievable for them. As a result, there are times when children are too challenged in their learning and they cannot make progress according to their actual stage of learning and skills they have already acquired.

Children are keen to join the activities that are suggested by the childminder, such as using the bead maze or playing with toys cars. However, children quickly lose interest when the challenges are too great for them, or the activity is changed frequently, and activities are too adult led. For example, the childminder tries to teach young children to count repeatedly, complete puzzles that are beyond their developmental stage, or for children to learn to write when they have not had age-appropriate experiences to develop such skills. At times, there are frequent interruptions from the childminder while children explore play materials, this means they fail to develop good levels of concentration, skills and focus.

Children are happy and settled in the childminder's care. They welcome cuddles from the childminder and show a strong familiarity with her after a short time of being in her care. Children receive good levels of praise and kindness from the childminder. Generally, children behave well, it is only when children are not occupied that they tend to become frustrated. Children lack opportunities to develop positive self-identities and a broader awareness of diversity and differences in others in the wider community. This is because they have a lack of age-appropriate resources and learning experiences to engage in for this area of their development.

Children and parents remain safe throughout the COVID-19 pandemic. For example, the childminder takes regular lateral flow tests throughout the week, and uses hand sanitiser regularly to safely provide continuity of care.

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

- The childminder has taken steps since the previous inspection to improve her teaching and assessment skills. However, there is a weakness in implementing the knowledge she has acquired. As a result, children do not always benefit from a well-planned curriculum with activities to build on what they know and can do.
- The childminder sets out activities for children to engage in. However, she does not always know what she intends children to learn from the activities. Although she identifies some next steps, her lack of understanding of how children learn means she does not always help them to achieve well.
- Young children are using emerging language, such as when they are using the

drums to beat out sounds. The childminder talks to children while they play, but she does not always use these interactions to encourage new vocabulary.

- The childminder understands some of the skills children need in order to prepare them for school. Yet, she sets some learning experiences beyond children's individual stages of development. For example, young children are being taught to recognise letters of the alphabet and use writing material they cannot hold correctly or have control over.
- The childminder has maintained communication with her local authority professionals to receive training and support since the last inspection. However, the impact for children is not of the level to ensure they make at least good progress in their learning and development.
- The childminder develops a professional working relationship with parents. However, her initial interactions with parents when children first start are not robust. This means she fails to gather relevant information to inform her about children's learning and development and plan promptly for their ongoing development.
- Children enjoy the healthy snacks the childminder provides for them. She supports children to learn to feed themselves to support their independence.
- Parents share positive feedback. For example, they state, 'she is very professional, loving, caring, flexible and friendly'.
- Children remain under close supervision of the childminder at all times. However, at times, the childminder's risk assessments are not as thorough as they could be to promptly address some potential safety hazards.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the signs that a child may be at risk of harm, and knows the correct procedures to follow in the event of any concerns about a child to safeguard their welfare. She is also aware of the relevant agency to contact in her local authority should an allegation be made against her or a member of her household.

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
improve the quality of education to provide children with challenging, enjoyable experiences, that build on their individual learning in all areas	31/01/2022

improve the use of assessments to develop an understanding of children's level of achievement, and use this information to shape purposeful experiences that support their good progress	31/01/2022
ensure that risk assessments are thorough and effective to identify and address any potential risks to children, both in the home and outdoors.	19/11/2021

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

- extend learning experiences to help children to understand and value similarities and differences between themselves and other people in the community and wider world
- build on partnerships with parents to gather relevant information regarding their child's learning and development from the outset, to inform forward planning for children's learning and development.

Setting details

Unique reference number	EY334897
Local authority	Barking and Dagenham
Inspection number	10193895
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	13 February 2020

Information about this early years setting

The childminder registered in 2006. She lives in Dagenham, in the London Borough of Barking and Dagenham. The childminder operates throughout the week, including weekends.

Information about this inspection

Inspector

Shaheen Belai

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 inspector observed a range of play activities in the childminder's home, and undertook a shared observation. The inspector discussed with the childminder the impact of teaching on children's learning and development, and discussed children's progress.
- The inspector undertook a learning walk with the childminder around her home. They discussed the how the curriculum is planned to support children's learning and how the home environment is organised for children's learning and development.
- At appropriate times, the inspector spoke to the childminder and children present. The inspector observed the quality of interactions between the childminder and the children attending.
- A sample of required documentation and children's records were viewed by the inspector.

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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