

Childminder report

Inspection date:

14 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children show that they feel happy, settled and safe in the childminder's care. They form positive relationships with the childminder and enjoy her attention. Children behave well and are confident to explore their environment. They make their own decisions about what they would like to do next. They welcome the childminder in their play and interact with authorised visitors. Children play imaginatively with toy vehicles and enjoy creating items with building blocks. The childminder gets down to the children's level and talks to them about what they are doing. However, children have variable learning experiences. There are times when they are not consistently challenged or engaged to make the best possible progress. The childminder does not always respond to children's interests or use opportunities to extend their play and build on what they know. On some occasions, she does not encourage children to think deeply or solve problems for themselves.

Children have opportunities to be outside every day. For instance, they accompany the childminder on the walk to and from school to take and collect older children. The childminder plans trips to places in the local area, such as the park and woods. She regularly takes children to local groups to help to extend their social skills and confidence.

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

- The childminder knows to inform Ofsted of changes to her household. However, she does not always ensure that Ofsted has the required information to check the suitability of household members. The childminder supervises children at all times and knows not to leave them alone with adults who have not been vetted. She understands the risks posed to children when adults have not had their suitability checked.
- The childminder ensures that statutory training is updated and regularly completes online webinars to help enhance her knowledge. She has a generally sound understanding of how children learn. However, the childminder does not use the information gained sufficiently to help develop her teaching practice. At times, she does not challenge and stimulate children to extend their learning.
- The childminder's planning of activities does not always successfully engage children in rich and meaningful learning activities. In addition, the childminder does not provide the best possible opportunities for children who prefer to play and learn outdoors.
- Children demonstrate that they are comfortable in their environment. They develop their self-care skills, such as using the toilet and washing their hands independently. The childminder reminds children about good hygiene practices and talks about the importance of 'washing germs away'.
- The childminder builds friendly and trusting relationships with parents. She talks

to them about their children and asks them to update information about what their children enjoy at home. This helps the childminder to provide toys and resources that interest the children.

- Children independently access a wide range of books and enjoy listening to stories. The childminder encourages older children to recall what happened in the story.
- Overall, the childminder has effective procedures in place to support safe practice in her setting. For example, she carries out daily checks before children arrive. The childminder talks about how she changes her practice depending on which children are attending. For example, when babies are present, she does not use toys with small parts. Children understand and follow rules that keep them safe, for example when practising the emergency evacuation drill and learning about road safety.
- Some children attend other early years settings. The childminder has developed an effective two-way flow of information with staff at the settings so that children experience some continuity in their care and learning.
- Children have many opportunities to practise their mathematical skills. For example, they confidently count objects during play and identify the correct number symbol on a dice during a game. The childminder encourages children to identify shapes in the environment when out.
- Parents express their thoughts about the service the childminder provides. They report that they are extremely happy with the care their children receive, and comment that the childminder is 'friendly' and 'welcoming'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her responsibility to keep children safe. She is alert to potential signs of abuse. The childminder knows what to do in the event of any concerns she may have about a child's welfare. She understands how to report these to the correct agencies. The childminder attends training to help her keep her safeguarding knowledge updated. She understands wider child protection issues, such as when children may be at risk of exposure to extreme views and behaviours.

What does the setting need to do to improve?

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

	Due date
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ensure that Ofsted is provided with the required information about household members so that the appropriate suitability checks can be carried out	17/02/2020
improve the planning of activities so that children successfully engage in purposeful play	02/03/2020
improve teaching practice to raise the quality of education so that children experience engaging and challenging opportunities to support their continued development.	02/03/2020

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

- enhance the range of opportunities and activities available for children who prefer to play and learn outdoors
- seek further ways to enhance professional development opportunities to broaden skills and knowledge and enhance teaching practice.

Setting details

Unique reference number	EY342997
Local authority	Essex
Inspection number	10073781
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	25 January 2016

Information about this early years setting

The childminder registered in 2006 and lives in Rowhedge, Colchester. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Karen Harris

Inspection activities

- The inspector viewed all the areas used for childminding and made observations throughout the inspection of children's experiences in the setting.
- The inspector held discussions with the childminder and evaluated the success of activities with her.
- The inspector looked at a sample of the childminder's documents. This included evidence about the childminder's suitability and training and the suitability of those living on the premises.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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