

Childminder report

Inspection date:

25 January 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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are not always sufficiently challenged to extend their learning and build on what they already know. For example, the childminder does not consistently consider potential learning opportunities or provide activities to promote learning when planning the curriculum. The childminder provides children with a welcoming, bright, child friendly playroom. A wide variety of resources are available. Young children demonstrate that they feel safe and secure and are keen and eager learners. However, the childminder does not ensure that the activities she plans have a sharp focus on what the children need to learn next, which has an impact on their progress. Children are initially interested and engaged, but they quickly lose interest and move on to something else.

Despite this, children are happy and confident and settle quickly. They have established close, trusting bonds with the childminder, who takes time getting to know the children. She is aware of what interests them and provides some activities to support this. She is attentive and offers reassurance and cuddles when needed. Generally, children are polite and behave well. However, the childminder is inconsistent in her expectations, and this means that young children become disruptive, which has an impact on those who want to learn.

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

- The childminder provides some activities that she knows children enjoy. However, they are not always inspiring or appropriately challenging for children. Young children are not fully supported and become bored quickly and move between the activities available. While there is a wide variety of quality resources available, the accessibility of some, such as books, means that young children cannot easily initiate their own play without the support of the childminder.
- The quality of teaching is not at a consistently good level. Although the childminder knows the children very well and observes them as they play, she does not always extend children's knowledge and skills. This means that, although children make some progress, the childminder does not fully support them to make the best possible progress.
- The childminder understands the importance of professional development. She completes required mandatory training to ensure she is up to date with current practice. However, she has not focused sufficiently on improving her knowledge and understanding of how to provide young children with rich learning opportunities to extend their learning. This has an impact on the progress children make.
- Children receive positive interaction from the caring childminder, and she continually talks to children as they play. Young children are confident speakers. They have a wide vocabulary and communicate their needs well, such as when

they want to have a snack. They confidently and happily talk with visitors and engage them in their play.

- Children display an awareness of the childminder's expectations for their behaviour. Overall, young children listen and respond to the childminder's instructions. She offers praise for their achievements and efforts. However, at times, the childminder does not always provide clear enough explanations of the boundaries or consistent support to help children fully understand what is expected.
- Parents speak highly of the 'extremely caring and kind childminder'. They comment that their children have a very positive experience in the homely environment and are always excited to attend. Communication is excellent. Many parents express their gratitude for the support they receive, and they leave their children reassured that they are safe and will have fun.
- Children are taught the importance of staying safe and healthy through everyday routines. For example, they enjoy fresh air and exercise as they walk to school or visit the local park. They understand the importance of washing hands before meals. Healthy snacks are encouraged. However, the organisation of snack and lunchtimes means children become distracted and do not fully understand the childminder's expectations at this time.

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
develop the curriculum to ensure it clearly identifies what it is that children need to learn, how this reflects their individual needs and offers appropriate challenge, to help them make at least good progress	07/02/2024
seek professional development opportunities to improve knowledge on how young children learn.	07/02/2024

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

- improve behaviour management strategies to support children to understand more how their behaviour has an impact on others
- improve the organisation of snack and mealtimes to ensure children are fully supported and engaged at this time
- consider how children can make independent choices from the range of toys and resources to lead their own play.

Setting details

Unique reference number	EY376355
Local authority	Essex
Inspection number	10312186
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	23 April 2018

Information about this early years setting

The childminder registered in 2008 and lives in Hatfield Heath, Essex. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three-and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

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 setting.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The childminder explained her intentions for the children's development and how she plans and implements her educational programme.
- The inspector spoke to children during the inspection and took account of the views of parents by reading written testimonials.

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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