

Childminder report

Inspection date:

12 March 2024

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in leadership and management compromise children's welfare. The childminder has not taken sufficient action to respond to the weaknesses identified at the previous inspection. For example, she continues to use her assistant, whose suitability to work with children has not been verified by Ofsted.

Children come into the childminder's home and readily leave their parents at the door. They develop caring attitudes towards each other. Children who are more familiar with the setting take the hands of new children to make them feel welcome. Children demonstrate strong bonds with the childminder as they spontaneously cuddle her. The childminder follows consistent daily routines that help children to manage their expectations of what happens now and what comes next. Children follow instructions well. For example, when children request different toys, the childminder asks them to tidy away the toys they are playing with before they move on.

The quality of education is not yet consistently good. The childminder and assistant know what children need to learn next. However, the planning and implementation of the curriculum does not always consider all children's needs. For example, the childminder identifies that a priority for babies' learning is to practise their early walking, but there are few opportunities offered for them to consistently apply these skills. Children frequently become bored and disengaged and do not make the progress of which they are capable.

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

- The childminder uses an assistant to undertake her roles and responsibilities without the required checks being completed, and she includes her in the ratios. However, the childminder has now put systems in place to make sure that children are not left unsupervised with adults whose suitability has not been verified.
- Since the last inspection, the childminder has started to attend some additional training to help her construct an ambitious curriculum. However, this has not been completed and has not made a positive impact on the curriculum. This continues to affect the learning experiences she provides for children. Although children are provided with some toys and resources, there is a lack of meaningful learning to support children's development. When planned activities are provided, such as play dough, children are eager to join in.
- The childminder has worked with the local authority's early years advisers to update her safeguarding policy and procedures to ensure that they are in line with the local safeguarding partners. Both the childminder and her assistant are clear about how to report any concerns about children's welfare or the behaviour

of another adult. The childminder has kept up to date with mandatory training, such as paediatric first aid.

- The childminder gathers information from parents when children start at her setting. She sends parents regular photos and updates on their children's progress. However, the childminder does not have a secure understanding of her responsibilities about data protection, so she does not ensure that information about children is managed correctly.
- Children are starting to learn the importance of following good hygiene practice. For example, the childminder and her assistant encourage children to wash their hands at key moments during the day, such as before they eat and after using the bathroom. They teach children that they must not eat food they have dropped on the floor. These are important skills children need that help to support their future learning.
- The childminder supports children's creativity. At points during the day, the assistant brings in a box of dressing-up clothes and props. Children show their delight as they dress up as different characters. This supports children's imagination and freedom of expression.
- Older children communicate their needs well, such as when they are hungry and ready for lunch. They confidently talk to visitors and are inquisitive to find out what they are doing. The children introduce themselves and the other children, and they discuss who is the eldest and who is the youngest. The childminder and her assistant continually talk to the children as they play, asking them questions. This supports the development of their communication and language skills.

Safeguarding

The arrangements for safeguarding are not effective.

There is not 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
make sure the necessary checks are in place for assistants before they fulfil their roles and responsibilities	15/04/2024

establish a secure understanding of responsibilities under data protection legislation to ensure that information about children is managed correctly to meet legal requirements	15/04/2024
maintain appropriate staff-to-child ratios so that children's learning needs are continually met	15/04/2024
implement a challenging curriculum that is coherently planned to meet all children's learning needs and help them make at least good progress.	15/04/2024

Setting details

Unique reference number	EY377407
Local authority	Essex
Inspection number	10314294
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	12
Number of children on roll	12
Date of previous inspection	20 September 2023

Information about this early years setting

The childminder registered in 2008 and lives in Colchester, Essex. She operates all year round, from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years education for two-, three- and four-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector

Shelly McDougall

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 how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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