

# Childminder report

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Inspection date:

11 February 2020

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## **Overall effectiveness**

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## **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's learning experiences at the setting are inconsistent. For example, group activities are frequently overly directed by adults. As a result, children do not have many opportunities to follow their own interests at these times. Despite this, children are happy and secure. They enjoy warm relationships with the childminder and her assistants. They are confident speakers and enjoy talking about their families. Younger children giggle with delight when the childminder sings a song about fish and joins in counting her fingers.

Children demonstrate their growing independence. They hang up their own coats and take themselves to the bathroom. They are proud to let the childminder know they have washed their hands and pulled the chain by themselves. They competently carry their plates and cutlery to the table. They recognise they need a clean fork when it falls to the ground, showing a developing understanding of good hygiene practices.

Children benefit from fresh air in all weathers when they play in a covered outdoor area. They safely move around and pretend to be dinosaurs. They explore other ways their bodies work and decide to be a spider. Children eagerly feed the childminder's fish with pieces of bread, learning to care for others.

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

- The childminder is able to identify some weaknesses in teaching. However, she does not address these or support her assistants to improve their knowledge and skills. The childminder has not accessed professional development opportunities for some time. She does not adequately review the quality of activities and interactions.
- Parents are involved in assessments of what children know when they start. They contribute to ongoing progress checks including the required summary of children's development at two years old. However, although the childminder knows children well, she relies on others to manage her tracking systems. This means she is unclear of how these show progress or how children's next steps for learning are identified.
- Despite some variations in the quality of teaching, some interactions are effective and children respond well. For example, they enjoy looking through 'The Hungry Caterpillar' story and name the food they see. The childminder's assistant asks questions to help them recall what happens next. She checks whether children remember what happened to the caterpillar and praise them when they say it turned into a 'cocoon'. She introduces early mathematics as children build a caterpillar out of construction pieces. The assistant encourages them to count the pieces and asks how many are left when they take 'one away

from five'.

- Children practise using the small muscles in their hands in preparation for early writing. They skilfully peel paper cup cases apart and carefully pick up the 'googly' eyes to place them on their pictures. They competently handle a glue stick, knowing it is used 'so the paper won't fall off'.
- The childminder reflects on her provision and has made some improvements to the learning environment. For example, she changed the size of the storage boxes so that children can more easily see what is inside. She has considered how to promote children's love of reading and introduced a book of the week. She is currently researching toddler groups, intending to enhance children's knowledge of their local community. However, she does not make enough use of self-evaluation to identify other aspects of her practice that could be better.
- Children follow instructions well. They tidy up when they have finished playing with the toys. They know it is important to pick up the bricks so they do not tread on them and 'hurt our feet'.
- Adults help children learn what foods are good for them. They provide bananas and raisins for snack time and children say, 'Bananas make you big and strong.' At lunchtime they all talk together about their favourite vegetables, and children recognise that carrots and broccoli keep them healthy.

## Safeguarding

The arrangements for safeguarding are effective.

Overall, the childminder and her assistants have a sound knowledge of possible signs and symptoms that indicate a child may be at risk of harm. They understand the importance of keeping records and know where to report their concerns, including in the event of an allegation. The childminder has some knowledge of wider safeguarding issues, such as children being exposed to extreme views or behaviours. The childminder knows the importance of monitoring attendance records to recognise issues that could mean a child's well-being is compromised.

## What does the setting need to do to improve?

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

|                                                                                                                                                                     | Due date   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| provide effective coaching and support for assistants to ensure they understand their roles and responsibilities and to help them to raise the quality of teaching. | 31/03/2020 |

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

- review self-evaluation processes to target professional development, to strengthen the provision and enhance teaching skills and interactions
- develop more precise assessments of children's learning and development to inform teaching and help children to make even better progress.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY412743                                                                          |
| <b>Local authority</b>             | Southend-on-Sea                                                                   |
| <b>Inspection number</b>           | 10074523                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 1 to 10                                                                           |
| <b>Total number of places</b>      | 12                                                                                |
| <b>Number of children on roll</b>  | 17                                                                                |
| <b>Date of previous inspection</b> | 9 June 2016                                                                       |

## Information about this early years setting

The childminder registered in 2010 and lives in Westcliff-on-Sea, Essex. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. At times, she works with two assistants. The childminder receives funding for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Fiona Sapler

### Inspection activities

- The childminder discussed with the inspector how she organises her provision and how this helps children make progress.
- The inspector spoke to children, the childminder and her assistants at appropriate times during the inspection.
- The childminder and the inspector assessed the impact of teaching on children's learning and development.
- A range of documentation was reviewed, including attendance records and the safeguarding policy.

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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