

Childminder report

Inspection date:

9 October 2019

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 applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are confident and form good attachments with the childminder, which supports their emotional well-being. They go to the childminder for comfort and confidently seek support with tasks, such as help with constructing a road track. The childminder helps children to learn to manage their self-care skills. For instance, she supports them as they learn to use the toilet and shows children how to wash their hands at appropriate times during the day.

The childminder does not gather sufficient information from parents at the start. This means that she does not have a precise understanding of what each child knows and can do to help form her initial assessments. This does not ensure that the childminder is able to plan for children's future learning effectively. At times, children lose interest and become bored during the course of the day. This in turn leads to some poor behaviour, although at times, children are willing to join in with activities and show enjoyment of some aspects of their learning. For example, they show good control holding and using different utensils as they make cakes. The childminder provides a commentary as she reads to children about seahorses and introduces new words for them to hear and copy.

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

- The childminder does not consistently support children to learn about what is and is not acceptable behaviour. Her methods are ineffective and, at times, children ignore her and continue to be disruptive. Poor planning means that routines and activities are not always well organised. Children become bored. For example, they climb onto the dining chairs and play the electronic piano at its highest volume, which is disruptive to others.
- The childminder highlights each child's stage of development in the documents she uses to track their ongoing progress. She identifies some planning for the next steps in their learning. However, she does not ensure that she consistently challenges children to support them to make progress in all areas. As a result, teaching is not always tailored to match children's individual learning needs. Not all children are engaged and motivated to learn.
- Strategies to engage other early years settings that children attend are not highly effective in complementing and supporting children's individual learning.
- The childminder has positive relationships with parents. For example, she makes good use of verbal and written communication with them to exchange information about children's daily activities and care routines. Parents are very complimentary about the childminder and the service she provides.
- Children are physically active. They play in the childminder's garden in all weathers and develop skills while using large equipment at the park and soft-play centres. The childminder ensures that children have the opportunity to

learn about nature and how to care for animals. For example, they help to look after the childminder's guinea pig, hamster and fish.

- Children gain some basic skills that prepare them for their future learning and starting school. The childminder encourages children to practise their writing skills, for instance when they paint and draw. Children develop their mathematical awareness and recognise some numbers and shapes. The childminder provides opportunities for children to make new friends and they enjoy socialising with others.
- The childminder encourages children to develop independence, including managing their own hygiene and personal needs. She helps children to gain an understanding of danger and how to keep themselves safe. They know that when they go out for a walk they must hold on to the pushchair or childminder's hand, and they learn to cross roads safely.
- The childminder helps children to develop their understanding of the world. Children explore the local area and observe the changes in the seasons. They gain an awareness of the wider world. This includes meeting new people in the local community and learning about diversity.
- The childminder takes some positive steps to keep her professional skills updated. For example, she seeks support and guidance from her local authority adviser and keeps statutory training up to date. However, she does not ensure that her professional development is focused on driving the quality of teaching to a good level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role and responsibility to keep children safe. For example, she knows the signs and indicators of a child being at risk of harm and is confident in the referral procedures to follow should she have any concerns about the welfare of a child. The childminder maintains a relevant first-aid qualification. This enables her to respond appropriately in the event of an accident or emergency.

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
develop an understanding of managing behaviour appropriately to recognise how unacceptable behaviour has an impact on the quality of care and learning for all children	22/11/2019

establish a more focused programme of professional development that helps to raise the quality of teaching to a good level	22/11/2019
ensure assessments of children's learning and development are consistent and precise from the outset to obtain an accurate understanding of each child's level of achievement, interests and learning styles, and use the information to shape learning experiences that are tailored to the individual needs of each child.	22/11/2019

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

- develop more effective partnerships with other settings that children attend, to support a more consistent approach to children's learning in the setting
- gather more detailed information from parents about what a child already knows and can do when they first start at the setting.

Setting details

Unique reference number	EY545970
Local authority	Southend-on-Sea
Inspection number	10099230
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Westcliffe-on-sea, Essex. The childminder operates Monday to Friday from 7.30am to 6pm all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Tina Mason

Inspection activities

- The inspector observed activities while children played in the indoor and outdoor play areas. She discussed teaching methods with the childminder.
- The inspector discussed children's learning and looked at a selection of policies and other records.
- The inspector looked at evidence of the childminder's qualification and training and checked evidence of the suitability of adults living in the household.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector took account of written testimonials from parents.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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