

Childminder report

Inspection date: 12 August 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

The provision for children's learning is weak. Children do not receive challenging learning opportunities, which build on their prior knowledge. The curriculum is poorly designed and does not meet children's individual learning needs. Children lack engagement in activities and the disorganised environment hinders their learning. The space available for children to play and learn in is limited, which creates a busy environment. Children who attend more than one setting do not receive a consistent approach to their learning as the childminder does not use the information gained from the other provision well enough. In addition, the arrangements for young children's sleep are unsafe and inappropriate, demonstrating that the childminder has a poor understanding of risks and how to prevent them. Some surfaces are unclean, creating an unhygienic space for children to eat their snacks and meals in.

Despite this, children appear happy and settled in the childminder's care. Although children move freely in the childminder's home, this is limited to the kitchen and garden. Children play cooperatively together, they have fun adding glitter to blue sand and watch it pour from the selection of containers. Children use play dough cutters and shapes to create models. They name the colours of the different play dough in each tub.

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

- The childminder has not demonstrated the capacity to improve her understanding of how children learn, despite completing a number of training courses around learning, development and assessment. She now seeks information from parents about what their children can do when they first come to her. However, she is not using this information effectively enough to plan a curriculum that is tailored to meet individual children's needs. The childminder has unrealistic expectations of the children in her care. She does not adapt her teaching to help children learn and build on what they already know.
- The childminder now has better links with other settings that children attend. However, she does not use the information shared with her effectively enough to provide children with a consistent approach to their learning.
- The space used for childminding within the childminder's home is limited. This means that when shared with her family, for example it can become busy and chaotic. This creates an environment that is not conducive to children's learning.
- The childminder's arrangements for young children to sleep are unsafe. The childminder has not completed effective risk assessments to assure children's safety when they are sleeping. Some of the surfaces within the childminder's home, such as the legs of the highchair, the table and chairs and the back of the changing mat, are unclean creating an unhygienic space for children to eat and

have their personal needs attended to.

- Children's mealtimes are disorganised. The childminder tries to take into account the individual children's routines. However, by doing this with little planning and preparation, some of the children do not eat the meals prepared for them by their parents. Others are fed while being held by the childminder as she moves between the kitchen and garden to watch the other children.
- The childminder kept in regular contact with the families using her childminding provision during the COVID-19 (coronavirus) pandemic. Most of these children started school during this period so did not return to her care. The childminder has since commenced caring for a new cohort of children and developed her settling-in arrangements around the current government guidance.
- Parents are happy with the care their children receive. They comment that their children enjoy their time with the childminder and her family and often speak about them when they return home.
- Children have opportunities to learn about caring for animals as they tend to and pet the childminder's guinea pigs. They observe insects and creatures that live in a section of wildflowers and grasses in her garden.
- The childminder enables children to enjoy physical play when they jump on the trampoline and visit parks and playgrounds in the local area.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of the types of abuse. She recognises the signs and symptoms that would alert her to a child being mistreated or harmed. The childminder understands the importance of recognising wider safeguarding concerns, such as children being radicalised or drawn into gangs. The childminder regularly updates her safeguarding knowledge, for example through training and research. The childminder shares her safeguarding knowledge with her assistants, who do not work with her regularly.

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
use the information gained about each child to plan a range of challenging experiences in all areas of learning	14/09/2021

ensure children benefit from a good range of both adult-led and child-led play, which responds to children's individual needs and interests and builds on what they already know	14/09/2021
provide an area which is adequately equipped, clean and well organised for children to enjoy their meals and snacks	14/09/2021
ensure that the premises, including overall floor space, are fit for purpose and suitable for the age of the children being cared for and the activities on offer	14/09/2021
provide a safe and comfortable space for babies and children to rest	14/09/2021
take all reasonable steps to ensure that children are not exposed to risks, especially when sleeping	14/09/2021
use the information gained from other settings that children attend to create a consistent approach to children's learning.	14/09/2021

Setting details

Unique reference number	EY545970
Local authority	Southend-on-Sea
Inspection number	10128264
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 October 2019

Information about this early years setting

The childminder registered in 2017. She lives in Westcliff On Sea, Essex. The childminder operates Monday to Friday from 7.30am to 6pm all year round, except for bank holidays and family holidays. The childminder, occasionally, works with assistants.

Information about this inspection

Inspector
Lynn Hughes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The childminder showed the inspector all areas of their premises used for childminding purposes.
- The inspector spoke to the childminder about her learning intentions for the children and spoke to children at appropriate times.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents provided the inspector with oral and written feedback.
- The childminder provided the inspector with a sample of key documentation on request.

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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