

# Childminder report

<b>Inspection date</b>	19 October 2018
Previous inspection date	30 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### **The provision requires improvement. It is not yet good because:**

- The childminder does not consistently use her risk assessments effectively to manage all possible safety issues. For example, she has not taken all reasonable steps to manage all risks that have arisen due to current building work in her garden. However, she has implemented some steps to minimise some hazards.
- The childminder does not obtain written permission from parents before administering medication to their children.
- The childminder does not effectively ensure all children's records remain confidential.
- The sharing of information with other settings that children attend is not fully effective in promoting consistency in their learning.

### **It has the following strengths**

- The childminder is a skilled teacher and she knows how children learn and develop. She tailors her interactions to meet children's individual needs and abilities. The childminder recognises children's interests and provides children with exciting and challenging experiences. Children develop good skills to support their future learning.
- Children and babies are settled and happy in the homely and welcoming environment. They have good relationships with the kind, caring and attentive childminder. Consequently, children's emotional well-being is supported.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
take effective action to identify and minimise all risks to children, with particular regard to the outdoor area	23/11/2018
obtain written consent from parents before administering medication to their children	23/11/2018
ensure confidential information about children is only accessible to those who have a right or professional need to see these records.	23/11/2018

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

- develop further the partnerships with other early years settings that children attend so all adults are able to work together consistently to support children's learning effectively.

### Inspection activities

- The inspector viewed the areas of the premises used for childminding.
- The inspector reviewed a range of documentation, including children's developmental records and the childminder's training certificates.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector discussed children's progress with the childminder.
- The inspector observed the interactions between the childminder and children during play sessions and at mealtimes.

### Inspector

Amanda Vidler

## Inspection findings

### Effectiveness of leadership and management requires improvement

The childminder works with her assistant to ensure children are appropriately supervised. Therefore, the inconsistencies in her risk assessments do not have a significant impact on children's safety. The arrangements for safeguarding are effective. The childminder is confident in recognising and recording concerns about children's well-being. She attends relevant training with her assistant to ensure they both have a clear understanding of the processes and procedures to follow with regard to protecting children's welfare. The childminder gains verbal permission from parents before administering medication. However, she is not meeting the requirement to obtain written permission for each and every medication before it is administered. The childminder keeps written records of accidents and occasions when medication is administered to children. However, she does not fully ensure that this information remains confidential. For example, she records a number of children's details on the same page and consequently, parents can read information about children other than their own. The childminder considers the views of parents and children to help her evaluate her provision and make some positive changes to develop practice further.

### Quality of teaching, learning and assessment is good

The childminder tracks children's development effectively and recognises their achievements well. She makes regular assessments which help her to target any emerging gaps in their development swiftly. The childminder plans purposeful experiences to help support the next steps in children's development. She consistently extends their imaginations and learning. For example, the childminder continually chats to babies as they use their developing senses to explore balls. She responds to their babbles and introduces simple words as they play. Babies start to respond to familiar sounds.

### Personal development, behaviour and welfare require improvement

The childminder works closely with parents to gather and exchange information regarding children's achievements and care needs. She maintains a suitable range of stimulating resources. The childminder organises the resources to ensure children of all ages can make their own choices and lead their own play. The childminder uses simple strategies to help children learn how to stay safe, such as implementing simple rules in everyday play. However, she does not effectively manage all potential risks in the outside environment. For example, a garden gate has been removed to aid in the building of a new summer house. The childminder has replaced this with a barrel, meaning children can access the steep concrete steps and building materials.

### Outcomes for children are good

Children develop and practise skills that support their progression to the next stages in their learning and development. From a very young age children become independent, active and enthusiastic learners. For example, babies start to use their hands to move objects to their mouths so they can further explore the feel and texture of suitable resources. At mealtimes, they confidently hold spoons and show developing coordination as they start to move them towards their mouths.

## Setting details

<b>Unique reference number</b>	EY395268
<b>Local authority</b>	Kent
<b>Inspection number</b>	10063799
<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>	0 - 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	21
<b>Date of previous inspection</b>	30 October 2015

The childminder registered in 2009. She lives in Bearsted, Kent. The childminder cares for children on Monday, Tuesday, Wednesday and Thursday from 7.30am until 5.30pm and on Friday from 7.30am until 3pm, all year. She works with an assistant. The childminder holds a relevant early years qualification at level 3. She is in receipt of funding for the provision of free early education for children aged three and four years.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

