

Childminder report

Inspection date	9 July 2019
Previous inspection date	22 August 2018

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The childminder does not have an adequate knowledge of child protection procedures. This includes referral procedures, what to do if allegations are made and how to prevent radicalisation.
- The childminder does not carry out appropriate risk assessments to ensure children play in a safe environment.
- The childminder does not fully promote partnerships with parents and other settings that children attend to help support consistent approaches to their care and learning.
- The childminder does not extend children's thinking relating to mathematical concepts and problem-solving through play situations.
- The childminder does not fully enhance younger children's understanding of sharing conversations to support their communication and language development.

It has the following strengths

- Children are confident in the childminder's care. They choose where to play and what with and are motivated to explore and experiment in their play.
- Children's development is carefully tracked through observations. The childminder recognises achievements and links these to stages and areas of learning.
- Older children engage in activities linked to their interests. They learn about the world around them and develop complex vocabulary through reference books.

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
improve knowledge of safeguarding procedures, including what to do if there is a concern about a child in her care, if allegations are made about any members of the household and knowledge of the prevent duty	09/08/2019
make all outdoor areas that are accessible to children safe for their independent play.	09/08/2019

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

- enhance the partnership with parents and other settings to help develop consistent approaches for children's learning and care
- extend children's ability to problem-solve and develop mathematical concepts through play situations
- encourage babies to respond through babbles to adults' conversations.

Inspection activities

- The inspector observed children's play and interaction from the childminder in all areas of the setting used for childminding purposes.
- The inspector took into account the comments and feedback from parents.
- The inspector looked at documentation, including children's records and suitability checks for the childminder.
- The childminder took into consideration the childminder's evaluation of her service.

Inspector
 Claire Parnell

Inspection findings

Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are not effective. The childminder does not have an up-to-date knowledge of procedures to follow if she has a concern about children in her care, including what she should do if she has an allegation made against her. She does not have an awareness of her responsibility to help protect children from radicalisation. This has an impact on the safety and well-being of children to protect them from harm. The childminder has worked hard to meet the actions from her last inspection. She has improved her knowledge of how to assess children's learning and development and to promote their progress through all areas of learning. She has developed an appropriate support system, through other childminders and the local authority, to help evaluate her service.

Quality of teaching, learning and assessment requires improvement

The childminder carefully observes children's achievements and accurately links these to stages and areas of learning. She produces a summary every three months for each child and shares this with parents. She identifies next steps for each child's development and provides resources, activities and experiences to promote these next steps. For example, children show a great interest in dinosaurs. The childminder provides a reference book with pictures and written information about each of the three-dimensional figures. She helps children extend their knowledge of the dinosaurs, introducing new vocabulary and extending their focus and concentration on a subject of their choice. Children access a good range of resources, indoors and outdoors, to promote all areas of learning. However, the childminder has a limited knowledge of how to extend children's learning and thinking towards mathematical concepts. She does not fully engage with parents and other settings that children attend to help promote continuity for children's learning.

Personal development, behaviour and welfare are inadequate

Children's well-being is not promoted appropriately as the childminder does not assess the risks in the outdoor area effectively. Children can access potential hazards, such as loose fence panels and piled up large toys, when playing outside. These can have an impact on their safety. Children are independent and motivated learners who actively explore and experiment in play. The childminder acts as a positive role model. She helps children to develop good social skills, learning to cooperate and negotiate with their peers. Children invite others into their play. Older children support younger children's social skills, sharing equipment and waiting patiently for their turn to use activities. Children feel secure in the childminder's care. They show confidence and have close relationships with the childminder.

Outcomes for children require improvement

Children show inquisitiveness. They explore and experiment in their play. Young children learn that pressing buttons on technology toys produces sounds and music. They show their delight by dancing to the music with big smiles on their faces. Older children explore construction, using precise movements to build towers, listening to instructions to vary the task. They understand some mathematical language to make sequences out

of the colours and use complex language to describe their building. Younger children show a great awareness of space, negotiating toys on the floor. They have confident physical skills to balance, walk unaided and change their pace. Babies do not always have the confidence to respond to adults conversation. They babble freely within their own play but not during the engagement with adults during their play.

Setting details

Unique reference number	EY456660
Local authority	Kent
Inspection number	10077526
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	22 August 2018

The childminder registered in 2013 and lives in Herne Bay, Kent. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded places for two-, three- and four-year-olds.

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