

Childminder report

Inspection date	12 July 2019
Previous inspection date	11 July 2018

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 2
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 a sound understanding of the early years foundation stage and Childcare Register requirements. She does not make sure that all actions raised at a recent visit are met. Therefore, her capacity to improve and provide good-quality provision is poor.
- The childminder fails to comprehend the appropriate adult-to-child ratios. She does not maintain precise accident and injury records. This does not help protect children's welfare and well-being.
- The childminder does not have a secure understanding of safeguarding. In particular, she does not identify where children are at risk of harm and does not know the procedures to follow to report concerns. She does not know what to do if an allegation was made against her or a member of the household.
- The childminder does not complete the progress check at age two and share this with parents, as required.
- Children do not reach their best possible outcomes. The childminder does not consistently use her observations and assessments well to help plan and fully develop children's interests and learning.
- The childminder does not form effective partnerships with all other settings children attend to help share information about children's development.

It has the following strengths

- The childminder keeps an accurate daily record of children's hours of attendance. She ensures that records are readily available for inspection.
- Parent partnerships are successful. The childminder speaks to parents when children first start to find out about their child's individual needs and abilities, which helps to secure continuity in children's learning and care.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
make sure the required written records are kept of any accidents or injuries and first-aid treatment administered	09/08/2019
gain a sound knowledge of the appropriate adult-to-child ratios to help make sure that children's safety and individual needs are met at all times	09/08/2019
obtain a secure understanding of safeguarding, in particular child protection, and allegations against adults working with children and household members, including the procedures to follow.	09/08/2019

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

	Due date
complete a written summary of children's progress between the ages of two and three years for parents	09/08/2019
improve the use of observations and assessments to help plan activities that stimulate and challenge children's learning.	30/08/2019

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

- improve partnership working with all other settings children attend to help provide continuity in children's progress.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector spoke with the childminder about children's progress.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector viewed a range of documentation, including evidence of attendance records and a valid first-aid qualification.
- The inspector spoke to parents.

Inspector

Sarah Stephens

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The childminder does not recognise the signs that would cause concern about a child's welfare. She does not understand who to contact if she had a child protection concern or if there was an allegation made about herself or a household member. This does not protect children from harm. The childminder does not consistently monitor children's progress. She does not make sure that she completes the required written summary for parents of their children's development between the ages of two and three. The childminder does not improve her knowledge and skills to help her identify and address the weaknesses in her practice and breaches in requirements.

Quality of teaching, learning and assessment requires improvement

The childminder makes observations and assessments of children's learning. However, at times, she lacks understanding of all their achievements. This does not assist her to plan effectively for children's interests and abilities to fully enhance their learning. The childminder positively promotes younger children's communication and language skills. For example, she repeats their early words and adds more, such as 'green pear', to help them start to put words together and form sentences. The childminder enthusiastically reads to children and they talk about the pictures. Children feel the mane on a horse in the book and they make the relevant sounds together, which successfully encourages the development of their listening and attention skills. The childminder asks children questions to help them think for themselves, such as 'What do chickens lay?', to help increase their knowledge of the world.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management have a significant impact on children's welfare. The childminder does not maintain the required accident and incident records and fails to recognise why this is important. She does not know how many children she can care for at any one time. This does not help her understand how to stay within appropriate adult-to-child ratios to ensure children's safety and individual needs are consistently met. The childminder helps children understand the importance of healthy lifestyles. For example, she provides daily opportunities to play outdoors and explains to them that milk is good for their bones. Children successfully learn to manage their feelings and behaviour. For instance, the childminder encourages them to share and take turns and reminds them about being nice to their friends.

Outcomes for children require improvement

The childminder does not prepare children well enough for their next stage in learning. They progress well in some areas of mathematics and develop some basic literacy skills for their age. For example, they recognise letters of the alphabet and numbers and can count to 10, although the childminder does not use the opportunity to plan and extend their knowledge further. Children run, negotiate space and kick a ball, which helps to support their physical development effectively. They sustain their attention and persist where problems arise. For instance, children move cars in and out of the garage in different directions to see how they can fit the vehicles in. This develops their understanding of shape, space and measure.

Setting details

Unique reference number	125545
Local authority	Kent
Inspection number	10115450
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	11 July 2018

The childminder registered in 1991 and lives in the Whitfield area of Dover. She works Monday to Friday, from 7am to 7pm, all year round.

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.

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