

Childminder report

Inspection date	31 July 2019
Previous inspection date	7 November 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	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 keep children safe. She does not identify or understand the hazards in her environment or take steps to minimise the risks to children. In addition, she struggles to provide appropriate support for the number of children she has chosen to care for.
- The childminder does not supervise children effectively. She does not ensure that she knows where all the children are at all times.
- The childminder does not promote children's understanding of safe hygiene practices. For example, she gives children unsafe messages about hazardous chemicals and leaves them within reach of children when she goes out of the room.
- The childminder does not consistently work in partnership with parents to support children's learning and development. She does not recognise the importance of working with parents to support children's developing understanding of how to keep themselves healthy.
- The childminder's support for children's play and learning is inconsistent. Some children engage well in play and others wander around with less motivation to learn. This means that children's progress varies.
- The childminder does not give children positive messages about themselves. For example, she makes comments to children using gender stereotypes, which does not promote equal opportunities and their understanding of themselves.

It has the following strengths

- Children build relationships with the childminder and go to her for cuddles when they have hurt themselves. Older children are eager to initiate conversation.

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
ensure that risk assessments identify all possible hazards to children and take reasonable steps to minimise risks to support children's safety effectively	12/08/2019
ensure that children are appropriately supervised to fully support their safety and well-being at all times.	12/08/2019

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

	Due date
ensure that children learn safe hygiene practices and receive good support to understand how to keep themselves safe	12/08/2019
improve partnership working with parents to fully promote children's health, learning and development needs	28/08/2019
raise the quality of teaching to ensure that children receive good, consistent support in their learning to help all children make good progress	28/08/2019
ensure that children all receive equal opportunities and positive messages about their own gender and individual identity.	28/08/2019

Inspection activities

- The inspection took place as part of the risk assessment process.
- The inspector observed the quality of teaching and assessed the impact on children's learning.
- The inspector jointly observed an activity with the childminder and discussed children's learning.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The inspector reviewed the childminder's policies, procedures and children's learning records.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of leadership and management is inadequate

Arrangements for safeguarding are ineffective. The childminder demonstrates some knowledge about the signs that show children may be at risk of abuse and the action to take. However, she does not identify hazards that pose a risk to children and she has not put appropriate measures in place to ensure that children are safe. The childminder has not risk assessed the number of children that she cares for effectively. She does not consistently offer children support to promote a good enough level of care and development. The childminder does not supervise children appropriately. For example, she leaves children unsupervised in the garden and is unaware when babies put small objects, which are choking hazards, in their mouths. The childminder has not ensured that she notified Ofsted of changes to her circumstances that may affect her suitability to work with children. Although the childminder does attend some training to develop her knowledge, she does not identify or recognise areas of her practice that need addressing in order to improve outcomes for children. The childminder has not developed recommendations from her last inspection.

Quality of teaching, learning and assessment requires improvement

The childminder does not always recognise when children need more support to help them engage in play. Some children engage well in learning and activities of their own choosing. For example, children enjoy colouring sword-shaped cards and making marks as they use 'craft scratch cards'. The childminder talks to children at these times to help them engage in conversation to develop their language skills. However, others receive less support to help them learn, particularly younger children and babies. This means that not all children make good progress in their learning and development. The childminder reviews children's learning to understand their overall progress and shares them with parents. However, the childminder does not engage all parents in discussions to benefit children's learning and well-being. The childminder has appropriate links with staff at other settings that children attend. She knows about older children's learning at school.

Personal development, behaviour and welfare are inadequate

The childminder does not ensure that children learn appropriate messages to know how to keep themselves safe. She gives them inappropriate information about the effects of cleaning products to their health. For instance, older children are vocal about the dangers, however the childminder tells them it is safe when it is not. This compromises children's safety and puts them at risk of harm. The childminder does not promote equal opportunities for all children. For example, she gives them negative views of their gender and uses names when they cannot find things. This has an impact on children's emotional well-being and understanding of themselves and their identities. The childminder does not recognise the importance of working with parents to support children to learn about healthy food and drinks.

Outcomes for children require improvement

The outcomes of children vary as their needs are not consistently met. Older children have an awareness of letters in their names and begin to write them. They learn about

time and how many seconds are in minutes. Older children enjoy role play and practise climbing on their ship as they pretend to be pirates. Younger children receive less support to learn new skills. They often struggle to engage in learning and do not receive enough support to help them engage well in play. Not all children are well prepared for their next stage of learning at pre-school or school.

Setting details

Unique reference number	EY311873
Local authority	Kent
Inspection number	10118542
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 7
Total number of places	6
Number of children on roll	12
Date of previous inspection	7 November 2016

The childminder registered in 2005 and lives in Minster on Sea, Sheerness, Kent. She offers care from 7.30am to 6pm on Monday to Friday, except for bank holidays and family holidays. The childminder receives funding to provide free early education for children aged two, three and four years.

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