

Childminder report

Inspection date:

6 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and enjoy their time with the childminder. This shows they feel safe and secure in her care. The childminder is caring and kind towards children. She provides them with extra care and attention when needed. For instance, the childminder stays close to babies as they sleep. Children form secure emotional attachments and positive relationships with her.

The childminder makes regular observations and assessments of children's learning. She identifies their interests and generally provides activities to help them build on what they know and can do. For example, older children enjoy playing with a toy ice cream van. The childminder encourages them to think for themselves, such as she asks how many ice creams they need for their cones. This enables children to successfully build their early mathematical skills. However, not all children, particularly babies, benefit from a meaningful and effectively planned curriculum that keeps their engagement and takes their development further.

The childminder supports children to manage their own personal needs. However, occasionally, the childminder does not ensure her policies, particularly the use of mobile phones and cameras, and hygiene procedures are consistently maintained. The childminder understands the benefit of healthy lifestyles. Sometimes, however, she does not continually apply clear and consistent messages, particularly around minimising the time children spend in front of the television and, jointly with parents, helping them make nutritious food choices.

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

- The childminder has made positive improvements since her previous inspection. She has effective behaviour management processes. For instance, the childminder talks to children and encourages them to think about their actions. She provides them with positive praise and encouragement to help build their confidence and self-esteem. Children behave well.
- The childminder's curriculum, particularly for babies, is not as carefully thought out as it is for older children. The childminder does not make the best possible use of her assessments of babies' learning to help plan challenging and stimulating activities. Therefore, at times, they do not reach their full potential.
- Parents and carers are happy with the service the childminder provides. Parents comment that their children enjoy being in her care and the childminder provides regular updates about their day. They praise the way the childminder shares information with both parents. This helps to provide continuity of learning and care.
- Risk assessments are effective. The childminder identifies and minimises any hazards in her surroundings. For example, she has assessed that her garden is

not currently suitable for children's use so uses the local parks for daily outdoor play. This helps children play outside in a safe environment.

- Children build their vocabulary and communication skills well. Babies smile and copy the sounds the childminder makes. Older children are confident to talk with adults and tell them about their day.
- The childminder helps children learn how to keep themselves safe. For example, she reminds them about sitting on chairs and not bumping their heads on the table as they stand up.
- The childminder does not always make sure that her policies are effectively applied. At times, she does not fully consider the use of mobile phones and cameras by everyone who attends the setting. Also, her hygiene procedures are not continually successful to help minimise the risk of cross-infection.
- The childminder, sometimes, does not successfully use opportunities, together with parents, to ensure that children are given clear messages about the importance of healthy food choices. Additionally, she does not effectively reduce the time young children spend with the television on. This does not enable children's physical health and development to be fully supported.
- Children learn about similarities and differences around them. The childminder talks to children about diversity and uses books to develop their understanding. This helps children respect and value each other.
- The childminder works well with other settings children attend. She shares regular information about children's progress and they work together to provide a consistent approach. This helps children build the skills they need in preparation for their future learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding. She knows the signs that would cause her concern about a child's welfare and the processes to follow. The childminder understands what to do if there was an allegation made against herself or a household member. She successfully develops her knowledge and skills, such as attending relevant safeguarding training. The childminder understands current legislation and guidance, including the 'Prevent' duty. This helps keep children safe from harm. She knows her responsibility to notify Ofsted of any changes to the provision.

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
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make sure policies are continually effective, in particular relating to the use of mobile phone and cameras, and hygiene procedures	18/12/2019
provide more consistent and clear messages to children, in conjunction with parents, to help support children's physical health, with particular regard to nutrition and screen time	18/12/2019
develop the intent of the curriculum to help provide activities that support all children's individual needs, abilities and concentration, particularly those of babies, to build the skills they need for their future success.	15/01/2020

Setting details

Unique reference number	EY350513
Local authority	Kent
Inspection number	10105116
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	25 April 2019

Information about this early years setting

The childminder registered in 2007 and lives in Sittingbourne, Kent. She cares for children Monday to Friday throughout the year. The provider receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Sarah Stephens

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- A learning walk was conducted with the childminder and the inspector.
- The inspector viewed a range of documentation, including evidence of suitability checks and qualifications.
- The inspector spoke to carers and children.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.

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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