

# Childminder report

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Inspection date:

2 January 2020

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## **Overall effectiveness**

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## **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

Good

## What is it like to attend this early years setting?

### The provision requires improvement

Children feel safe, happy and emotionally secure in the childminder's home-from-home setting. The childminder is attentive to their needs and joins in play on the floor with children to help keep them motivated and engaged. She provides children with a variety of good-quality and stimulating toys to enjoy, such as a role-play kitchen and shop. However, her interaction and teaching support do not always build on what children already know and can do. The childminder completes assessments of children. However, they are not of good quality or used successfully to inform what she must focus on or teach children next. This particularly applies to children who have been identified with special educational needs and/or disabilities (SEND).

Children behave well and show a positive attitude to learning. They relate well to the childminder and show good progress in their personal, social and emotional development. The childminder keeps a clean and well-maintained home with plenty of space for children to play. She demonstrates a suitable awareness of how to keep hazards to a minimum. The childminder keeps to the required adult-to-child ratios to ensure children's needs are met.

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

- Overall, the quality of education is not consistently good, although children make some progress in their learning and development. The childminder does not have a strong enough understanding of the areas of learning or the requirements of assessment. Summative assessments are brief and do not successfully give a full picture of children's capabilities.
- The childminder is slow to act in her teaching methods when she knows children have gaps in their learning and are not developing in line with expectations. She lacks a fully secure knowledge of how to support children with SEND.
- The childminder understands what children need to learn but she does not successfully implement this in her practice. For example, she copies and adds on words for children who are not at typical levels of speaking for their age, but she misses opportunities to introduce new vocabulary in play and to provide a rich language environment.
- The childminder's partnerships working with parents and other professionals are positive. They communicate regularly and work well together. For example, they share information from the speech and language therapist. The childminder offers flexible care arrangements and, on occasions, she will collect children from their home.
- The childminder's relationship with children is strong. Children are excited and have fun when the childminder plays with them. They are focused for a long time on their chosen play, for example being imaginative during a pretend tea

party. Children receive positive praise and encouragement from the childminder, which makes them feel emotionally secure and behave well.

- The childminder has a positive attitude to improvement and very recently updated her safeguarding knowledge through training and local authority support. This was following an Ofsted regulatory visit where actions were set. However, the childminder now needs to reflect and evaluate more closely on the quality of education to improve children's learning outcomes.
- Children are confident to choose what to play with from the good range of quality resources the childminder provides. They can lead their own learning and respond to their natural curiosity. For example, they explore what they can do with water and water toys in the kitchen.
- The childminder provides opportunities for children to develop their physical skills and to be active in the fresh air each day. For example, children enjoy trips out to the park which help to develop their agility and coordination.
- The childminder keeps to children's care routines. For example, after lunch, when she sees children are tired, she settles them down to rest either in a cot or on the sofa. Children swiftly go off to sleep, which helps to build their growth and development.

## Safeguarding

The arrangements for safeguarding are effective.

Since the last Ofsted visit, the childminder has a much clearer understanding of child protection concerns and the procedure to follow if she was worried about a child. She has a secure understanding of the role of her local safeguarding partnership and knows what to do if an allegation was made against her or another adult in the home. The childminder has a confident awareness of female genital mutilation and of how to protect children from being radicalised or developing extremist views. She now has a better understanding of how to work together with other professionals to safeguard children and keeps associated records. She has recently updated her written policy on safeguarding children to ensure it meets requirements.

## What does the setting need to do to improve?

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

	<b>Due date</b>
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develop a clear understanding of the areas of learning and the requirements of assessment to be able to assess children more effectively and write a detailed two-year-old progress check to inform children's individual learning	28/02/2020
improve teaching skills, especially the modelling of rich language through purposeful interaction to help raise children's learning outcomes.	28/02/2020

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

- extend knowledge and understanding of how to support children with SEND more successfully
- develop systems to evaluate and continuously improve the setting and outcomes for children.

## Setting details

<b>Unique reference number</b>	EY392534
<b>Local authority</b>	Kent
<b>Inspection number</b>	10137389
<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 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	25 November 2016

## Information about this early years setting

The childminder registered in 2009. She lives in Dartford, Kent. The childminder works on a full-time basis, all year round.

## Information about this inspection

### Inspector

Lorraine Wardlaw

### Inspection activities

- The inspector spoke to the childminder and the children at appropriate times throughout the inspection.
- The childminder and the inspector completed a learning walk and discussed how the early years curriculum is organised.
- The inspector observed the quality of teaching during play activities and discussed a joint observation with the childminder.
- A sample of documentation was viewed by the inspector, including records relating to children, safeguarding procedures and the written views of parents.

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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