

Childminder report

Inspection date: 24 January 2020

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not take the necessary action to guarantee children's safety and welfare. Specifically, she has not provided Ofsted with the information required to check that an assistant is suitable to work with children. The childminder has an incomplete understanding of safe recruitment and does not gather and record sufficient information about potential applicants before they are employed. Consequently, there is a potential risk to children from adults who are not suitable to work with children. The childminder does not have a complete understanding of the range of incidents that need to be notified to Ofsted.

Children's friendly behaviour shows that they feel very settled and secure in the warm presence of the childminder and her assistant. The childminder gathers a good range of information from parents about their children's likes and levels of development before children start. Successful settling-in practices ensure that children are able to join in the stimulating activities she provides as soon as they start. Partnerships with parents are very strong. The childminder ensures that parents are well informed and works with them to deliver a joined-up approach to their children's learning and development. The childminder has very high expectations for all children. They make consistent progress in their learning. The childminder ensures that children with special educational needs and/or disabilities (SEND) quickly receive the support that they need.

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

- Leadership and management are inadequate. The childminder does not make the required notifications to Ofsted. Specifically, the childminder failed to inform Ofsted of an incident that affected her physical health. In addition, she failed to notify Ofsted for two years of the appointment of a new assistant. When Ofsted were eventually informed, she did not act with due diligence to allow Ofsted to check the assistant's suitability to work with children.
- The childminder provides a wide range of stimulating experiences that engage all children. For example, she created a jungle-themed display with the children to extend their interest in wild animals. She successfully extends children's speaking and listening skills through activities such as reading books, singing rhymes and roaring like lions. When children are slower to develop their speaking and listening skills, the childminder works in partnership with professionals, including speech and language therapists. She researches and implements methods, such as visual symbols and signing, which she uses to support children's communication skills.
- Children learn to be polite and kind. The childminder teaches children to play cooperatively with their friends and share favourite toys. For example, when two young children want the same bucket of chalks, she patiently supports them to

find another container and divide up the chalks. Children who feel unsettled or who struggle to behave seek out the childminder for comfort. She reassures them with sympathetic words and cuddles. The childminder and her assistant are consistently good role models.

- Partnerships with parents are strong. Parents value the daily and weekly information that the childminder provides about their children's time in the setting. Parents report that they are impressed by the childminder's focus on their children's learning and development. Parents of children with SEND are grateful for the help they receive to access specialist services, if necessary.
- Children learn how to stay healthy and well. For example, the childminder teaches them the importance of handwashing before eating and after using the toilet. The childminder provides plenty of opportunities for the children to be physically active, such as through yoga sessions and woodland walks. They have many opportunities to explore the wider world. For instance, they have recently been learning about the arctic and the jungle. On occasions, the childminder and her assistant miss opportunities to extend children's self-care skills.
- Children develop the skills they need to become writers. For example, younger children have plenty of opportunities to engage in malleable and messy play and older children learn to recognise and write their names. Mathematical language is threaded through the daily activities. For instance, the childminder and her assistant help children to count their toys and to consider their size and shape. Sometimes, the childminder and her assistant over-direct children, which inhibits their imagination and creativity in play.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder has not developed effective safeguarding procedures. Specifically, her recruitment procedures do not ensure that assistants are suitable to work with children. She does not keep Ofsted informed of changes to the setting that may present a risk to children. The childminder has a good knowledge of the signs and symptoms of abuse. She undertakes training to broaden her understanding of wider safeguarding concerns, such as how to recognise and report concerns that children may be at risk of radicalisation or female genital mutilation. She shares her safeguarding knowledge with her assistant.

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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provide all necessary information for Ofsted to check the suitability of all people living or working on the childcare premises without any delay	31/01/2020
develop and implement robust recruitment policies and procedures to ensure that no one without the required suitability checks has unsupervised access to children	31/01/2020
develop a sound understanding of the changes that must be notified to Ofsted.	31/01/2020

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

- strengthen children's opportunities to develop their self-care skills
- provide children with the time and space to fully develop their own ideas in their play.

Setting details

Unique reference number	EY333337
Local authority	Kent
Inspection number	10136466
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	10
Date of previous inspection	20 January 2016

Information about this early years setting

The childminder registered in 2006. She operates her service Monday, Tuesday, Thursday and Friday from 8am to 5pm all year round. The childminder is registered to provide funded early education for two-, three- and four-year-old children. The childminder has an early years qualification at level 3. The childminder works with an assistant.

Information about this inspection

Inspector

Terrie Simpson

Inspection activities

- The childminder and the inspector reviewed the childminder's recruitment records.
- The inspector observed the childminder and her assistant interacting with children. They discussed the impact on children's learning and development.
- The inspector considered written representations from parents and took account of their views.
- The childminder and the inspector discussed the inspector's findings throughout the inspection.
- The inspector viewed a range of the childminder's policies and procedures, including her safeguarding and complaints policies.
- The childminder showed the inspector around the areas used for childminding. They discussed how the childminder organises her setting and plans the experiences and opportunities she provides.

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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