

# Childminder report

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Inspection date:

21 June 2021

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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

Not applicable

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

### **The provision requires improvement**

Children play happily together and enjoy their time at the setting. This shows that they feel safe and secure in their surroundings. Overall, children make progress appropriate for their age and stage of development. Older children increasingly use more complex language, such as 'slug' and 'scorpion', in their play. Children start to see that print carries meaning. For example, they press buttons on technology equipment when they recognise familiar pictures. The childminder and her assistant provide positive praise and encouragement, which helps to build children's confidence and self-esteem. Younger children are proud of their achievements and they smile and roll their arms around in excitement.

However, the curriculum intent is not consistently implemented well in order to fully build on children's abilities and prepare them for their future success. Some activities do not offer sufficient challenge to keep children's attention. The quality of teaching is inconsistent. Therefore, children's learning and development is not always thoroughly encouraged. For instance, children build on what they know. They start to say the initial sounds of the alphabet. However, their knowledge is not extended further through effective interactions from the assistant. Occasionally, children's physical health is not fully supported through consistent procedures.

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

- The childminder and her assistant make regular observations and assessments of children's progress. However, they do not consistently use the information well enough to plan a curriculum that builds on what children know and can do in order to prepare them for their next stage in development. Activities, at times, do not promote children's motivation and interest in their learning.
- The childminder and her assistant know their individual children well. They work with parents and other professionals effectively. This helps to ensure that children receive the assistance that they need, particularly those with special educational needs and/or disabilities (SEND). The childminder uses additional funding successfully to support children who have SEND needs. For example, she has purchased a climbing wall and sensory equipment.
- Children move freely around the environment and make their own independent choices from the activities available. The childminder ensures that there is sufficient space for the number of children attending.
- The childminder and her assistant support the children's use of mathematical words, such as 'bigger' and 'smaller', and counting in games.
- Risk assessments are effective. The childminder makes sure hazards are identified and swiftly minimised. For example, cleaning products are kept high out of the reach of children and plugs and sockets are not accessible. This means that children can play safely in their surroundings. The childminder

maintains an accurate daily record of children's hours of attendance, as required.

- Children enjoy and listen attentively to familiar stories. For example, the childminder reads 'Calm Down Boris' to them. Older children enthusiastically remember the storyline and what the character found in the park. Children laugh as the childminder uses a puppet to illustrate the story.
- The childminder encourages her assistants to attend relevant training, such as paediatric first aid. However, she does not provide less-experienced assistants with effective support and coaching in order to help develop their practice and quality of teaching. This does not support children to reach their best possible outcomes.
- The childminder does not always make sure that all her policies are effectively applied. At times, she does not ensure that the hygiene procedures are continually successful in order to help minimise the risk of cross-infection. She does not make sure that all documents are readily available for inspection, such as Disclosure and Barring Service checks and details of recruitment systems. However, the breaches in requirements do not have a significant impact on children's safety and well-being.
- Parents are happy with the service that the childminder provides. They comment that the childminder ensures that children receive the support they need for their specific needs. The childminder encourages a regular exchange of information with parents, including during the COVID-19 (coronavirus) pandemic, to help support learning both at the setting and at home.
- Children learn how to do things for themselves and build their independence. For instance, they clean their plates after eating and tidy up after activities.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure safeguarding and privacy policy, namely for the use of mobile phones, cameras and social media. This helps to maintain confidentiality and protect children's welfare. The childminder and her assistant know the signs that would cause them concern about a child's welfare and the processes to follow. They have systems in place to monitor any safeguarding concerns. The childminder swiftly acts and responds to any child protection concerns. The childminder has effective procedures in place to help ensure that assistants are suitable for their roles and responsibilities. This helps to keep children safe from harm.

## 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:**

	<b>Due date</b>
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take action to implement a curriculum that is sufficiently challenging and builds on what children know and can do to prepare them for their future success	29/07/2021
improve the coaching and support for less-experienced assistants to help them develop their knowledge and teaching skills	29/07/2021
make sure all policies are implemented effectively, with particular reference to that relating to hygiene	29/07/2021
ensure all records are readily available for inspection, such as Disclosure and Barring Service checks and recruitment documentation.	29/07/2021

## Setting details

<b>Unique reference number</b>	2570365
<b>Local authority</b>	Kent
<b>Inspection number</b>	10197288
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	5
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020 and lives in Faversham, Kent. She provides care from 7.30am to 6pm, Monday to Friday, throughout the year. The childminder has a relevant childcare qualification at level 3 and works with two assistants. The childminder receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Sarah Stephens

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education and the impact this has on children's learning and development.
- A joint observation was conducted with the childminder and the inspector.
- The inspector held discussions with childminder and her assistant at appropriate times throughout the inspection.
- The inspector spoke to 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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