

# Childminder report

---

Inspection date:

21 September 2021

---

## **Overall effectiveness**

**Inadequate**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

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**

Children are settled at the childminder's and independently access the resources available to them. However, resources are limited and offer little challenge, resulting in children becoming unfocused and easily distracted. This has an impact on the way children behave. They become disruptive and, at times, challenging. Children's safety is not fully assured because they are not always supervised well enough and sleeping arrangements do not promote their welfare.

Children's interests are followed and the childminder and her assistants respond to their requests. For example, children enjoy drawing pictures and showing them to others. They share paper aeroplanes that have been made for them and show others how to try to make them fly.

The children experience various outings, including attending a local toddler group that the childminder runs. They enjoy spending a lot of time outside. They have snacks and mealtimes outside when the weather allows. Children's physical development is promoted. For example, they climb up the steps of the slide and ride tricycles independently. Children are learning to manage risk, however, they need reminding to wait their turn and to share the resources. For example, they often try going down the slide before another child has finished. Children get frustrated when they have to wait for resources to become available in order for them to have a turn. Nonetheless, the childminder and her assistants provide explanations to children and encourage their turn taking.

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

- The childminder leaves her assistants in sole charge of too many children at times during the day. For example, she leaves too many younger children with her assistants when picking up older children from school. While children have a story read to them, younger children are not adequately supervised and end up climbing up on tables without being seen. This places children at risk because there are too many children for the assistants to manage safely.
- The childminder has an awareness of the needs of children with special educational needs and/or disabilities. She is in receipt of funding from the local authority and supports referrals to other professionals. She has introduced strategies to support children's speech and language, such as using Makaton. This is beginning to be used with children who may benefit most from it.
- The childminder and her assistants attend training to make sure they have current up-to-date knowledge on safeguarding and first aid. Despite this, the childminder failed to follow the local safeguarding partners' procedure to report allegations. The childminder provides support and guidance to her assistants. For example, they work together to identify any gaps in children's learning and

how they can address these. The assistants feel supported in their role.

- Children's mathematical development is encouraged. For example, during a painting activity, children are encouraged to squeeze paint into trays of dried pasta and paint the different pasta shapes. The childminder asks the children about the appearance of the pasta, which helps children to identify shape and size. However, the conversation is limited and does not provide further challenge.
- Parents are happy with the care their children receive and they feel well informed about their child's development. The childminder keeps them updated regularly and shares any concerns she may have about their development. Parents feel the childminder kept them updated during any period of absence due to the COVID-19 (coronavirus) pandemic.
- Children's progress is monitored and shared with parents regularly. The childminder tends to follow the interests of the children. However, activities are not planned well and have limited focus on what children will learn. The quality of teaching needs improving.
- The childminder and her assistants support most of the children's care routines well. The disruption to their play is kept to a minimum when toileting and changing nappies. However, the arrangements for sleeping children are not in line with the latest government guidelines. For example, children are placed on sofas to sleep. As a result, children are not safe when sleeping.
- The childminder and her assistants do not consistently engage children in enough meaningful learning. Children do not share toys independently and there is a lack of stimulating resources available to them. This has an impact on children's attention and engagement, which in turn causes conflict between them. As a result, at times, children behave inappropriately.
- The childminder offers children a healthy cooked meal at lunchtime. She encourages children to use their knife and fork appropriately and reminds them to use their manners. Children engage in conversation with each other at mealtimes. They talk to each other about the flavour of their yoghurts.

## **Safeguarding**

The arrangements for safeguarding are not effective.

The childminder failed to report an allegation as required by local safeguarding procedures. The arrangements for sleeping children are not consistent with government guidelines. The childminder leaves assistants in sole charge of too many children. This means that safeguarding is not effective. Nonetheless, the childminder and her assistants understand how to identify possible signs of abuse and how to report concerns about children's welfare. They are familiar with how to identify if a child is being exposed to extreme views and what to do if they had a concern about a child's welfare outside of the setting.

## **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>
ensure ratio requirements and staff arrangements meet the needs of all children at all times, including times when assistants are left in sole charge of children	21/10/2021
improve understanding of the local safeguarding partners' procedures for managing allegations against adults working in the setting, to ensure they are consistently followed when required	21/10/2021
ensure the arrangement for sleeping children are in line with latest government safety guidance	21/10/2021
create an environment that encourages children to engage in meaningful learning independently and enables them to regulate their behaviour	30/11/2021
ensure the learning intentions for all children are understood so that they benefit from more focused teaching and a broader range of opportunities.	30/11/2021

## Setting details

<b>Unique reference number</b>	EY234723
<b>Local authority</b>	Kent
<b>Inspection number</b>	10203984
<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>	1 to 12
<b>Total number of places</b>	18
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	11 March 2016

## Information about this early years setting

The childminder registered in 2003 and lives in Larkfield, Kent. She cares for children from 6.30am to 7.30pm each weekday throughout the year. The childminder is in receipt of local authority funding for children aged three and four years old. The childminder and her assistants hold childcare qualifications at level 2 and above.

## Information about this inspection

### Inspector

Pippa Clark

### Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector sampled documentation, such as certificates, accident and incident forms and children's information.
- The childminder and the inspector took part in a learning walk to find out what she intends children to learn about.
- The inspector and the childminder took part in a joint observation to find out how she evaluates her practice.
- The inspector gained the views of parents and spoke to the children 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021