

Childminder report

Inspection date:

23 September 2021

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children form close attachments to the childminder and they settle quickly in her care. They receive cuddles and individual attention, helping them to feel secure. Babies play independently, exploring some physical and sensory toys within the close supervision of the childminder. They develop an understanding of why things happen and how things work, when they confidently press buttons on musical battery operated toys. Babies engage in a game of peekaboo with the childminder. They show they are happy by smiling. Babies enjoy being pushed gently from side to side on the swing as the childminder sings to them to promote their communication and language development. The childminder does not have high expectations for children's development. Teaching is not strong.

The childminder acts as a positive role model to help young children develop suitable social skills. For example, children pass a ball back and forth with the childminder and begin to understand the idea of taking turns and sharing.

Parents develop positive relationships with the childminder. They exchange information about their child's care and development needs. Parents know their children's individual next steps to support their learning at home. They comment that they are happy with the service provided.

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

- Although, the childminder has clear learning intentions for children's learning, she does not implement her curriculum to progress their learning effectively enough. Children are not always motivated and challenged to learn what they need to know next. This means that children are not making good progress in some areas of learning. For example, the childminder does not offer sufficient support for babies to develop their walking and opportunities for children to explore books and develop their early literacy are limited. Children lack motivation and do not make good progress.
- The childminder understands how to promote children's language but is not effective in promoting language for children who speak English as an additional language.
- Babies have a story read to them by the childminder. They quickly lose concentration, and the childminder adapts her teaching to point out things in the book. The childminder helps children learn new words, such as through repeating 'quack' and 'flap'.
- The childminder teaches young children some mathematical concepts during everyday play, such as number and shape. For example, she counts with children and points out a few numbers and shapes on a battery operated toy. Children develop some skills in readiness for the next stage in their learning.

- The childminder arranges for children to meet other children and widen their social and cultural awareness about the community in which they live. Children benefit from fresh air and exercise. They play in the childminder's garden and go on regular trips to the local park, to access a range of play equipment to develop their large-motor skills. However, too many children play on the trampoline. She does not follow the manufacturer's instructions regarding the use of the trampoline in her garden and comply with the requirements of health and safety legislation. Children do not understand how to keep themselves safe.
- The childminder works closely with parents to meet children's dietary needs. She ensures the meals and drinks offered to children are healthy and promote their good oral health. However, the childminder does not always ensure that personal hygiene routines are maintained. For example, she does not wash children's hands before mealtimes and when coming in from the garden.
- The childminder advertises her service as having a 'Christian based ethos' and mainly celebrates Christian festivals with children throughout the year, such as Christmas and Easter. The childminder identifies areas where she wants to improve. For example, she wants to widen her knowledge about other religious festivals and introduce more resources and activities to help children learn about the similarities and differences between people and how they live.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a suitable understanding of her role in protecting children from risk of harm and what she would do if she had concerns about a child's safety. She has a secure awareness of the possible signs and symptoms of abuse, including those that may suggest that children are at risk of extreme views or behaviours. Although, the childminder has a current paediatric first-aid certificate she has not always kept this up to date, which could impact on children's health and well-being. The childminder asks parent's permission to give children medication but does not always maintain effective record keeping.

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 |
|--|------------|
| ensure there is more focus on the learning intentions, when planning the environment to improve teaching | 04/10/2021 |
| maintain a written record of medication given to children together with a record of parental consent | 04/10/2021 |

| | |
|---|------------|
| comply with requirements of health and safety legislation when using equipment and advise parents of any health and safety risks. | 04/10/2021 |
|---|------------|

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

- work more closely with parents of children who speak English as an additional language to support children's development in their home language
- develop effective daily routines to encourage children's independence and understanding of good personal hygiene
- ensure that the paediatric first-aid certificate is consistently kept up to date.

Setting details

| | |
|--|---|
| Unique reference number | EY549047 |
| Local authority | Kent |
| Inspection number | 10190156 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children at time of inspection | 1 to 3 |
| Total number of places | 5 |
| Number of children on roll | 3 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2018. She lives in Dartford, Kent. The childminder provides care Monday to Friday, from 7am to 7pm, all year. She has an approved childcare qualification. The childminder can provide funded early education for children aged two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Winnan

Inspection activities

- This was the first routine inspection the setting 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 childminder walked the inspector around her home to understand how the early years provision and the curriculum are organised.
- The inspector carried out joint observations with the childminder.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- The inspector looked at a sample of documents. This included the safeguarding children's policy and complaints procedure.

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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