

Childminder report

Inspection date:

22 October 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

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is compromised. The childminder has not identified specific hazards in the rear garden that potentially could cause harm to children. She does not ensure that reasonable steps are taken so that children are not exposed to potential risks, such as large holes in the decking and a broken balustrade. Children do not understand how to keep themselves safe. The childminder does not keep up to date with changes to local safeguarding agencies and their relevant guidance.

The childminder knows what children can do and what they need to learn next, such as develop their confidence when speaking in a group situation. However, she does not consistently implement this in practice. Children do not always have enough time to respond to the childminder's questions before she answers them for children. This impacts on developing their thinking skills and expressive speech. Children do not make the best possible progress in their communication and language development.

Children behave well. They respect the needs of others and wait patiently for their turn with the resources. Children develop close friendships as they play collaboratively together. For example, they play with the doctors play equipment, pretending to listen to their heartbeats with the stethoscope. Children develop confidence and self-esteem; they react positively to the childminder's consistent praise for their achievements.

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

- The childminder provides opportunities for children to visit the local park to support their physical and emotional health. Although she has attended some online training related to physical development, too many children play at the same time on the trampoline in her garden. The childminder does not follow the manufacturer's instructions and comply with the requirements of health and safety legislation. She does not keep up to date with changes to local safeguarding agencies and their relevant guidance. Breaches in the statutory requirements have an impact on keeping children safe.
- The childminder does not evaluate what children learn and remember from the activities she plans. Consequently, the childminder does not know the impact of her curriculum and if the quality of teaching is fully effective, and if the learning intentions have been met. For example, she does not ask children at the end of a cooking activity if they remember the names of the ingredients to help them learn new words. Therefore, the childminder is unable to assess children's learning thoroughly.
- Overall, children have an appropriate understanding of a range of mathematical concepts and language ready for the next stage in their learning. For example,

they recite numbers, name shapes and know some mathematical language for size. When children roll out their pizza bases, they confidently say, 'Mine are getting bigger'. However, at times, the childminder tends to do things for the children that they can do themselves. For example, she weighs and puts all the ingredients in their bowls for them to manipulate it into a ball. This limits children's opportunities to be independent and develop essential skills for their future.

- The childminder does not have a wide range of books or present books inspiring enough for children to make independent choices and develop a love of reading. This is highlighted when she gets out the book box and children then want a story.
- Children freely access writing materials to help develop their emerging writing skills. They persevere in their chosen task and concentrate appropriately when drawing their picture with chalks. Older children can write their name.
- The childminder arranges for children to meet other children and widen their social and cultural awareness about the community in which they live. However, she has very few resources to help children learn about the similarities and differences among people and how they live.
- Parents provide their children's meals. The childminder works closely with them to ensure the meals and drinks offered to children are healthy and promote their good oral health. Children manage their own personal hygiene routines. They wash their hands after activities and before meals, climbing up a small stepladder to reach the kitchen sink.
- Effective information sharing between the childminder and parents before children start to find out what they know and can do, helps children settle quickly. Children are happy and form close bonds with the childminder. Parents are informed regularly about their children's progress which supports home learning. She liaises with the local nursery that children attend to develop a consistent approach for their learning.

Safeguarding

The arrangements for safeguarding are not effective.

Although the childminder has recently attended safeguarding training, she is not aware of the change in name from Local Safeguarding Children's Board to Kent Safeguarding Children Multi-Agency Partnership. The childminder has not updated her safeguarding policy to reflect recent changes in local authority reporting protocols. She does not have a highly secure understanding of the signs and symptoms of suspected child abuse and who to report her concerns. The childminder understands about some of the wider safeguarding issues, such as behavioural indicators related to radicalisation and extremism. The childminder does not ensure her risk assessment identifies specific issues in the outdoor environment. Children are not kept safe.

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 that the safeguarding children policy intended to safeguard children is kept up to date	08/11/2021
keep up to date with local area child protection guidance and develop secure understanding and knowledge of the local safeguarding reporting requirements	15/11/2021
comply with requirements of health and safety legislation when using equipment	08/11/2021
take steps to ensure that risks to children's safety are identified, removed or minimised.	15/11/2021

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

- make more use of reflective practice with children to assess the impact of the planned curriculum and help understand what has been learned
- give children enough time to respond to questions to strengthen children's communication and language skills
- provide further opportunities during activities for children to be independent and manage some tasks for themselves
- increase the range of resources and activities to help children learn about the similarities and differences between themselves and others
- increase the range of books accessible to children and present them in a way that they want to select books for themselves to further their literacy skills.

Setting details

Unique reference number	EY558876
Local authority	Kent
Inspection number	10190153
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	2 to 7
Total number of places	5
Number of children on roll	5
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 all day, Monday to Friday and for most of the year, with the exception of bank holidays and planned family holidays. She receives the early years funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Winnan

Inspection activities

- This is the first routine inspection the childminder has received since the COVID-19 pandemic. 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 guided the inspector around her home to understand how the early years provision and the curriculum are organised.
- The inspector carried out a joint observation 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 the 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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