

Childminder report

Inspection date: 26 January 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

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

There are weaknesses in the childminder's practices that compromise children's safety and impact on their learning and enjoyment. Children do not receive one-to-one attention to promote their emotional well-being. For example, when children wake up after their sleep, they venture from the lounge to the play area without any interaction from the childminder. Children do not receive appropriate support from the childminder to enable them to reach their potential. They aimlessly explore and experiment with resources that are made available to them. Children receive little purposeful interaction and engagement from the childminder. This is due to the childminder caring for too many children at once and she is unable to manage this number of children effectively.

Children's behaviour is not managed appropriately. Children are not given clear explanations that support positive attitudes towards others. Children's safety is not always considered appropriately. The childminder does not assess hazards in her setting that can be detrimental to children's safety. For example, young children access open plug sockets in the play area.

Children's vocabulary is not extended to help promote their communication and language skills. The most able children talk throughout their play and express their needs but this is to gain the childminder's attention. The childminder asks questions that require only a 'yes' or 'no' answer and does not support children's problem-solving and thinking skills. Less-confident children receive very little encouragement to talk during their play. Their confidence to join in or to express their needs is not actively promoted.

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

- The childminder is in breach of requirements. She is caring for too many children in the early years age range. This results in children's individual needs and their learning and development being compromised.
- The childminder has attended additional training but she does not implement her skills and knowledge successfully. This results in the childminder not managing, interacting and engaging with all the children in her care in a positive manner. Children lack purposeful direction and encouragement in their play. Therefore, they are not making appropriate progress in all areas of learning, particularly with their communication and language, social skills and confidence.
- Parents make some positive comments about the care their children receive. They are happy with the progress their children are making. However, parents are not informed about the maximum number of children the childminder can care for at any one time.
- The childminder does not support children's and parents' understanding of safe

foods for children to eat. She informs parents about what healthy foods to provide for their children. She encourages parents to provide fruits and vegetables and healthy snacks and meals. However, the childminder does not assess the risks of some foods that parents provide or take action to make these safe for children to eat. For example, children are given whole grapes and receive little supervision to prevent choking while eating.

- Children's hygiene is not always promoted appropriately. Children receive very little privacy when the childminder is changing their nappies. There is little engagement in conversations with children about what the childminder is doing. The childminder is not always an active role model for children's understanding of hygiene as she does not always wash her hands after nappy changing. On some occasions, she continues to handle children's food and drinks after nappy changing. This does not positively promote children's health or physical well-being.
- The childminder continued to care for children during the COVID-19 pandemic restrictions. She provided some parents with continuity of care and a source of support during this difficult time. The childminder recognises the impact that lengths of absence have had on some children, particularly on their social skills and language development. However, the childminder does not successfully implement curriculum programmes to help these children to catch up in these particular areas of development.
- The childminder lacks the skills to provide individual children and those in group activities with engagement, questions and challenges at their level of understanding, to promote different areas of learning. For example, the less confident children receive little encouragement to participate in decision-making. The more confident children lose interest as they become bored and disrupt the activity.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a sufficiently clear knowledge of the procedures to follow to keep children safe. The childminder's risk assessments are not effective. Children are not learning about or taking part in assessing risks to help them recognise hazards that may affect their play. The childminder is not able to demonstrate how to supervise children effectively within her setting as she has too many children in her care at any one time. The childminder does have a clear knowledge of the procedures to follow if she has a concern about a child in her care.

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 staff-to-child ratios are maintained at all times	09/02/2022
improve knowledge and practice to provide individual children and groups of children with effective interaction and engagement, time and encouragement, to help promote their confidence, communication and language development and social skills, according to their individual needs	09/02/2022
implement effective risk assessments to ensure children are not exposed to hazards and their safety is promoted at all times.	09/02/2022

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

- encourage younger children in play to join in and make decisions, and encourage older children to engage in play with younger children
- enhance children's understanding of and everyday practice of appropriate hygiene procedures
- enhance the partnerships with parents to help to promote children's well-being, particularly with regard to food safety and the total number of children cared for
- develop the skills to manage children's behaviour, to help support their understanding of right and wrong.

Setting details

Unique reference number	EY557575
Local authority	Medway
Inspection number	10175056
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Chatham, Kent. The childminder provides care from Monday to Friday, 8am to 6pm, all year round, except for bank holidays and planned family holidays. The childminder is in receipt of funding for the provision of early years education for four-year-old children.

Information about this inspection

Inspector

Claire Parnell

Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documents on request.

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

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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