

# Childminder report

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Inspection date:

9 February 2022

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## **Overall effectiveness**

## **Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is inadequate

The childminder is failing to meet all requirements of her registration. There are breaches of requirements that undermine children's safety.

Nevertheless, children settle well in the care of the childminder and her assistant and generally enjoy their time in her home. Children have close relationships with the childminder and her assistant. They happily allow them to join in with their play and participate in taking turns to move across the soft-play obstacle course that they have created.

Children have plenty of opportunities to develop their physical skills. They balance and show control of their movements as they negotiate obstacles, steps and inclines in the childminder's garden. Indoors, they thoroughly enjoy soft-play equipment. Children are able to assess their own risks when using the equipment. For instance, they include floor mats in their obstacle courses to jump onto safely.

The childminder helps to support children's developing communication and language skills. She introduces new vocabulary and models the correct pronunciation of words to support children's understanding and speaking. However, the childminder has not ensured that her assistant is confident to extend children's development. This means that some children's experiences vary, depending on which adult is working with them.

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

- The childminder does not fully understand the requirements regarding the use of assistants. She has failed to inform Ofsted of new people who assist her. She has not followed safer recruitment procedures. This means that their suitability has not been checked, which places children at possible risk of harm.
- The childminder has not ensured that all persons who work with children fully understand their role and responsibilities. For example, she has not completed a thorough and effective induction with her new assistant and there are some gaps in her assistant's knowledge and training. This includes their knowledge of how to identify and respond effectively to child protection issues, which undermines children's safety.
- The childminder has not established effective partnerships with other early years settings that the children attend, to further support continuity in their care and learning.
- The childminder knows children well and what they need to learn next. However, the curriculum lacks focus and is not delivered consistently. The childminder has not shared information with her assistants, such as what the children need to learn next. This does not always promote children's ongoing

development. The childminder does not consistently support her assistants' work. However, at times, assistants do promote some learning by talking to children about their play. They encourage children to talk about what they can see in a book.

- Due to the variable delivery of the curriculum, children sometimes display negative behaviour. This includes snatching and hitting out. This behaviour is sometimes overlooked, and children are not always taught that this is unacceptable. Therefore, children are unclear of what is expected from them.
- Children show their pleasure at reading books. For example, they independently choose from a range of books to read with the childminder and her assistant. They enjoy listening to the story and then reading back to the childminder. Children are happy in the praise they receive for their efforts and gain a good sense of achievement.
- The childminder helps children understand how to keep themselves healthy. Children know to wash their hands before eating and after using the toilet. They follow the childminder's instructions to wash and dry their hands thoroughly.
- The childminder builds positive relationships with parents. Parents express how happy they are with the childminder and value the advice she gives them. She communicates with parents daily, sharing photos and reporting on their children's learning and care routines.
- The childminder reviews her environment and resources regularly. She checks that she is offering children a variety of opportunities that help to promote their learning and prepare them for the future. The childminder ensures that statutory training is updated. However, she has not explored ways to further extend her knowledge, to continually raise the quality of her teaching.

## Safeguarding

The arrangements for safeguarding are not effective.

While the childminder has a secure knowledge of signs and symptoms of abuse and neglect and knows the procedure to report concerns, she has not ensured that children's safety is well catered for. She has failed to train her assistant in child protection procedures. The childminder has obtained an enhanced Disclosure and Barring Service check for her assistant. However, in addition to not notifying Ofsted about the new assistant, the childminder has failed to carry out any vetting of her own during the recruitment process. This undermines children's safety. Despite this, the childminder and her assistant ensure children are continuously supervised while in their care. The childminder assesses the environments to identify and eliminate any potential risks.

## 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
inform Ofsted of any person who has regular contact with children, including any assistants, so that the necessary suitability checks can be completed	09/03/2022
ensure that all adults working with children on the premises understand, and can follow, safeguarding procedures	09/03/2022
implement effective induction training for any person who works as an assistant, to ensure that they understand their role and responsibilities	09/03/2022
ensure a regular two-way flow of information with other providers to enhance continuity in children's care and learning	09/03/2022
develop an exciting curriculum based on children's interests and learning needs, and share this with assistants so that their interactions with children are more focused on children's individual learning needs	09/04/2022
share expectations for children's behaviour with new staff so that unwanted behaviour is managed more consistently and children learn what is expected of them.	09/03/2022

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

- establish a more focused programme of professional development to strengthen existing skills and knowledge and raise teaching skills to a higher level.

## Setting details

<b>Unique reference number</b>	EY435870
<b>Local authority</b>	Medway
<b>Inspection number</b>	10108798
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	27 February 2015

## Information about this early years setting

The childminder registered in 2011. She lives in Chatham, Kent. The childminder holds a recognised childcare qualification at level 3. She works Tuesday to Friday all year round and offers funded places for two-, three- and four-year-olds. She works with an assistant each day.

## Information about this inspection

### Inspector

Kimberley Luckham

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 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 carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities and jointly assessed with the childminder the impact that this has on children's learning and personal development
- The inspector sampled a range of documents, including the paediatric first-aid certificate and public liability insurance.
- The views of parents were gathered through written feedback.

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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