

Childminder report

Inspection date: 10 March 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

The childminder does not have a clear knowledge of her safeguarding reporting requirements. She does not understand to make timely referrals to protect children's welfare. This includes the procedure to follow if children do not arrive at the childminder's home. The childminder does not keep up to date with changes to local safeguarding guidance. Additionally, she does not always notify parents when medicine has been administered to an individual child. Children's safety and well-being are at risk as a result.

The childminder does not work effectively with parents to secure all children's starting points right from the beginning. Therefore, she does not plan a curriculum well enough to challenge children's individual learning and development needs. Children's progress can not be assured. The childminder is unable to link what she intends children to learn to activities. Children put together a basket of toy fruit when they listen to the story 'Handa's Surprise'. They are confident to communicate their ideas. However, the childminder does not encourage children to practise their counting skills to number three. This impacts on how well children learn and limits their ability to develop essential skills for the future.

Children do not receive the support they need to regulate their feelings. This has an impact on their behaviour. Although children are happy to play with their friends, behaviour is not always good. For example, when children play with the dolls' house and small-world toys, they scream and shout at each other. However, children are beginning to develop good manners when they choose their fruits at snack time. They are reminded to say 'please' and 'thank you' by the childminder.

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

- Weaknesses in leadership and management mean that children's safety is not assured. There are several breaches in the statutory requirements related to safeguarding children. However, the childminder forms positive relationships with children. They come to her for comfort and reassurance.
- The childminder recognises partnerships with parents as a weakness. She does not always gather the information she needs about children before they start. Additionally, the childminder does not collect the ongoing views of children and parents to help evaluate her practice and further improve. However, parents give positive feedback about the service provided. The childminder works with professionals at other settings children attend. This supports children's continuity of care. The childminder does not update her knowledge of the new curriculum and managing children's behaviour, to raise the quality of teaching.
- Strategies to manage children's behaviour are not always effective. Children do not always treat toys, equipment and others with respect. For example, they

throw their drinking cup and do not take care of books. Children are defiant and do not always follow simple instructions from the childminder. For example, they shout 'no' and run and hide when it is time for a nappy change, despite her asking them not to. The childminder talks to children about their behaviour. However, she does not always help them learn the language for their emotions. Children do not know how to regulate their emotions or develop empathy for their friends.

- The childminder's curriculum is poorly designed. She does not take children's likes and dislikes into consideration when she chooses books to read to them. Consequently, younger children become distracted when activities do not ignite their curiosity. This disruptive behaviour impacts on other children's learning. The childminder introduces toy props to motivate children to re-join the activity and listen to the story. She helps children build on their vocabulary and learn about the world around them. For example, the childminder teaches the names of new fruits and animals, such as 'guava' and 'zebra'. Older children remember that the monkey takes the banana from Handa's basket.
- Children play in the childminder's safe garden. They have a period of free time to develop their large motor skills. For example, they enjoy riding bikes and scooters on the patio. Children respond well to open-ended activities which they choose. For instance, they investigate filling and emptying a toy dumper truck with pebbles. Children practise their fine motor skills. For example, they manipulate a paintbrush to paint their paper and part of an egg box or 'trumpet' to make a daffodil.
- The childminder has high expectations for children to manage their own personal needs. Children learn to be independent and confidently manage a range of tasks for themselves. For example, they peel an orange and cut up a banana using a plastic knife. They learn from the childminder about healthy food options to maintain their oral health. Children learn how to prevent the spread of germs and keep themselves safe from any illness. For example, they independently wipe their nose with a tissue and put it in the bin. Children wash their hands and face on their own flannel.
- Children have opportunities to go on outings to several local parks for fresh air and exercise. The childminder meets up with other people to help children socialise with others. Children widen their social and cultural awareness of the community in which they live.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not follow local area child protection guidance to protect children's welfare. She does not have clear knowledge of her role to keep children safe from risk of harm. The childminder does not understand about the importance to make a timely referral and in the event of a child going missing. Additionally, she has not updated her safeguarding children policy to reflect the change to 'Safeguarding Children Multi-Agency Partnership'. However, she recognises this as a weakness and plans to renew her safeguarding training. The childminder teaches

children how to keep themselves safe, for example when they use scissors. Risk assessment is effective.

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
improve understanding of the local safeguarding partnership reporting procedures, and knowledge of the role and responsibilities to make timely referrals to protect children's welfare and report the absence of children if they were to go missing	01/05/2022
ensure that the safeguarding children policy intended to safeguard children is kept up to date with local area child protection guidance	31/03/2022
ensure that parents are notified of any medicines administered to an individual child on the same day or as soon as reasonably possible	31/03/2022
ensure that the activities and experiences provided fully challenge children and address the intended learning for individual children	31/03/2022
ensure children develop positive attitudes to learning and develop ways to manage their feelings.	01/05/2022

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

- strengthen working relationships with parents to collect children's starting points right from the beginning, to help inform plans for a high-quality curriculum
- maximise opportunities for children to use mathematics in their play to meet their learning intentions
- strengthen opportunities for children to learn the language of emotions to support their ability to regulate their own feelings and develop empathy for others

- make better use of professional development and training opportunities to embed a deeper understanding of the new curriculum and behaviour of children, and help raise the quality of teaching
- improve the use of self-evaluation to identify areas of weakness and take appropriate action to ensure all requirements are met.

Setting details

Unique reference number	2536687
Local authority	Kent
Inspection number	10215227
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	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Chatham, Kent. She operates Monday to Friday from 7.30am to 5.30pm all year round, except bank holidays and family holidays. The childminder offers the early years funded entitlement for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Winnan

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 childminder walked 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 at appropriate times during the inspection.
- The inspector looked at a sample of documents. This included the safeguarding children 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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