

# Childminder report

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Inspection date: 9 August 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Inadequate

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

### The provision is inadequate

Children are at risk from harm. They are not adequately supervised when eating and drinking. This does not keep children safe. The childminder has a poor understanding of risk assessment and what constitutes a risk. For example, cleaning materials are left where children can reach them.

Nonetheless, children enjoy their time at the childminder's. They have good bonds with her. Young children cuddle into the childminder for comfort when needed, such as when they are tired. Children confidently draw squares and rectangles with chalk. They are highly proud of their achievements and keen to show the childminder what they can do. Children eagerly show the fruit and vegetables they have been growing. They are excited when they find produce that has ripened, such as bright red tomatoes. Children clearly explain the process of picking, washing and then putting the tomatoes in the fridge ready for tea.

However, children's poor behaviour impacts on the quality of learning experiences for all children. The childminder is unable to provide sustained quality teaching because she is constantly trying to manage behaviour. Poor behaviour also impacts on how safe and settled children are at the childminder's. Young children often get frustrated when their needs are not being met because the childminder is focused on the behaviour of older children. For example, when young children have to sit and wait in their high chair or buggy for an activity, they quickly become bored and restless.

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

- The childminder does not consistently see possible risks until shown. For example, children are left unsupervised when they eat, which poses a safety risk. Additionally, at times, the childminder props bottles up when feeding young children. This significantly increases the risk of choking.
- Children's behaviour is varied. At times they are kind and thoughtful. For example, they bring pillows over for their friends to sit on. However, they are not supported in managing their behaviour. For example, when they lash out at their friends the childminder tells them to say sorry, without any further support. This does not help them understand their feelings and the impact their actions have on others.
- The childminder has a clear overview of what she wants children to learn. However, she does not use this knowledge to create a curriculum that is based on children's abilities and what children are ready to learn next. Any learning children gain is by chance rather than planned for. For example, the childminder's learning intention behind a painting activity is to make pictures of broccoli. However, this is not linked to children's individual learning and

development needs.

- The childminder has made improvements to certain aspects of her practice since the last inspection. She has made significant changes to the garden to ensure children's safety. This is now a safe and enjoyable space for children to play in.
- The childminder is now more reflective about her practice. This includes how she can make changes to further support children's learning and development. She recognises when activities do not go to plan. However, she is not clear on how to address the weaknesses in teaching.
- The childminder has developed her communication skills. She uses fewer questions and provides children with ample time to reply. The childminder introduces children to new words as they play. For example, they learn the word 'slimy' as they feel the paint with their hands.
- Parents are happy with the provision. They explain that the childminder provides experiences for children that broadens their knowledge and supports their development.
- The childminder understands the importance of professional development following her last inspection. She works with the local authority advisory team to develop her knowledge and skills. For example, she has recently updated her safeguarding policies and procedures with their support. However, there are further weaknesses in her practice she has not yet addressed.
- Children do make some progress in their learning and development. However, this is incidental as children are not engaged and motivated to learn. They are very easily distracted and quickly lose interest in activities. This does not allow them to benefit from meaningful learning experiences.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not consistently recognise risks and therefore does not take steps to minimise or remove them. This includes not adequately supervising children. This means she cannot ensure children's safety. However, the childminder has a secure knowledge of child protection issues, such as signs and symptoms of abuse. She knows how to report concerns to the relevant local agencies. This includes if there are allegations made against her or a member of her household. The childminder has ensured she has updated her policies and procedures to reflect guidance from Kent safeguarding partnerships. Children learn about road safety on their outings. They learn to check right and left for cars before crossing roads.

## What does the setting need to do to improve?

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	Due date
improve risk assessment skills to identify any risks to children's safety and take steps to minimise or remove risks	26/08/2022
ensure children are closely supervised at all times, including when drinking and eating food that could present a choking hazard, to keep them safe	26/08/2022
improve how children's behaviour is managed, in order to help them to manage their own feelings and behaviour and to understand how these have an impact on others	26/08/2022

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
develop the skills and knowledge to implement a curriculum that provides challenge, through stimulating and interesting activities.	26/08/2022

## Setting details

<b>Unique reference number</b>	EY558876
<b>Local authority</b>	Kent
<b>Inspection number</b>	10213679
<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 7
<b>Total number of places</b>	5
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	22 October 2021

## 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

Natasha Jarvis

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder discussed her curriculum intentions with the inspector during the learning walk.
- Parents shared their views with the inspector.
- The inspector observed the childminder and children throughout the day.
- The childminder and the inspector held discussions at appropriate moments.

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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