

Childminder report

Inspection date:

6 October 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children have established a close relationship with the childminder and her family. They are happy and secure in her care. Children engage in freely chosen play for most of the day. However, they move between indoors and the garden, and from one toy to another, with limited focus. Young children progress well in their physical development. For example, they enjoy playing with the ride-on toys in the garden and develop coordination as they practise throwing and kicking balls. The support for their language development is less effective.

Older children benefit from the childminder playing alongside them to support their emerging writing skills. For example, they make squiggly lines and draw different shapes with a paintbrush in a tray of rice.

The childminder has high expectations for children's behaviour. She supports younger children's interaction with others to help them develop friendships and cooperate as they learn to share resources. The impact of the childminder's ongoing support is evident in the behaviour of the older children. They are polite, kind and helpful. Children begin to learn to share and respect the needs of others.

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

- Parents comment they are happy with the childminding service. They report there is a 'real home-from-home feeling' at the setting. Parents receive regular information about the various activities their children are engaged in.
- The childminder does not make effective use of assessment to clearly identify what children already know and need to learn next. This particularly relates to the youngest children. This reduces her ability to plan effectively for each individual child's learning. Young children enjoy exploring the environment and choosing toys to play with. However, their learning is not challenged as effectively as possible. Older children benefit from the childminder teaching mathematical concepts during activities. For instance, they learn the difference between 'tall' and 'long' when they build with blocks.
- The childminder aims to build on the vocabulary of older children. She engages them in meaningful conversations. She gives them time to create their own play and express their thoughts and ideas to reach their own conclusions. The childminder listens carefully when children talk about their families and pets. This helps them to feel valued. She introduces new words as children play. However, she does not make the best use of the resources and activities available, such as books, rhymes and poems, to support their language skills even further. In addition, music plays constantly in the background. This creates a distraction and impacts on children's ability to listen and concentrate.
- The childminder plans interesting physical and sensory activities for children.

Children develop their hand-eye coordination. For example, they use spoons and scoops to fill containers with coloured rice when they explore and investigate. Older children choose a 'gingerbread man' shaped cutter to fill with rice and creatively add different wooden rings for buttons. The childminder makes the most of these opportunities to promote children's mathematical understanding.

- The childminder offers children healthy food options. This supports their understanding of good oral health. She ensures children maintain good hygiene procedures, such as regularly washing their hands. The childminder knows how to support children to be physically active. For example, they collect autumn leaves on walks in the local community and play in the childminder's garden. Children begin to develop an understanding of the wider world and community in which they live.
- The childminder encourages children to be independent and develop a sense of responsibility. She gives them appropriate tasks to carry out. For example, children use a child's broom to help the childminder sweep rice off the floor. They confidently manage several tasks for themselves, such as changing their own shoes and pouring their drinks. Children develop the self-help skills needed for school.
- The childminder is eager to develop her practice and seeks support where needed, such as from the local authority early years team. She has begun to seek professional development opportunities. For example, the childminder has attended training to gain more knowledge about how to support children with special educational needs and/or disabilities. However, she does not appropriately complete records of medicines given to children. This has not impacted on any child's health or well-being to date, but these are required records.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection and how to protect children in her care. She is aware of the signs and symptoms that may indicate a child is at risk of harm. The childminder has secure knowledge of local safeguarding procedures and where to report any concerns. She recognises how to identify those children that may develop extreme views or behaviours and knows the importance of monitoring children's attendance. Risk assessment is effective. Children learn how to keep themselves safe. For example, the childminder explains that cutting grapes in half helps to prevent choking.

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
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ensure that information about children's needs for medicine is kept up to date, and maintain the required written record of medicines administered	31/10/2022
improve assessment processes to identify more pertinent next steps in learning, and plan precisely to help children make the best possible progress right from the start.	31/10/2022

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

- develop further the support for children to develop their vocabulary
- minimise background music to help children listen and concentrate.

Setting details

Unique reference number	2590989
Local authority	Kent
Inspection number	10251235
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	0 to 5
Total number of places	5
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Sevenoaks, Kent. The childminder works Monday to Thursday, from 8am to 5.30pm, all year round. She receives early education funding for children aged two, three and four years.

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 provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the childminder 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.
- A sample of documents were reviewed by the inspector, including the safeguarding children policy, attendance register, and accident and medication records.
- The inspector spoke to parents and read some comments about the service provided.

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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