

Childminder report

Inspection date: 30 November 2022

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is inadequate

The childminder is in breach of some requirements of the 'Statutory framework for the early years foundation stage'. She does not have a sufficiently robust knowledge of her safeguarding responsibilities. In addition, there are weaknesses in the quality of education children receive. Children do not gain knowledge from a broad curriculum. For example, the childminder is not clear about how children learn and what is appropriate for their age and stage of development. Her ineffective planning for children's learning provides limited opportunities for children to develop across the key areas of learning. The activities available do not stimulate their curiosity or interest. This does not help children to develop a positive approach to their learning.

Children enter happy and behave well. They are eager to join in and engage in the resources provided. However, the childminder does not set out the environment well enough to enable children to make appropriate choices about what to do next. This means that children wait for the lead from her, given through placement of toys in front of them. Children are not engaged in exciting activities that contribute to their learning. They have limited resources to choose from. However, the childminder is warm and kind towards children, and they appear relaxed in her company. She builds a firm relationship with children to ensure that they feel safe and secure in her care.

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

- The childminder does not have effective arrangements to meet all of the requirements of her role. In addition to weaknesses in her safeguarding knowledge, she does not provide a sufficiently challenging programme of activities. The childminder has a lack of focus on improving her knowledge. She does not have a secure awareness of how children learn, and therefore she does not consistently target her interactions effectively.
- The childminder does not promote children's language well. She does not recognise younger children's non-verbal cues as a form of communication. The childminder fails to provide meaningful engagement for young children. When talking to older children, the childminder does not model extended sentences and new vocabulary. This means that children do not develop their ability to hold a meaningful conversation and learn the value of positive interaction.
- There are inconsistencies in the arrangements to promote children's independence. Older children are learning to use the toilet, and children try to climb up on their seat to take a place at the table. However, at other times, the childminder does not provide children with sufficient challenge to master skills that are within their developing capabilities, during mealtimes, for example.
- The childminder provides children with opportunities to learn about nutritious

foods and oral hygiene. For example, she offers children a range of healthy meals and drinks. She helps children to practise cleaning their teeth after breakfast and teaches them about the importance of maintaining good health and hygiene.

- The childminder has implemented arrangements to complete a written progress check for children when they are between the ages of two and three years, as required. She shares photos and talks to parents about activities children have enjoyed during the day. However, the information given does not focus on what children are working on next, such as communication or building confidence. This means that parents are not clear on what support they can give children at home.
- The childminder praises children for some of their achievements, such as when they colour in pictures and attempt to carefully draw around their hand. She ensures that children visit the local environment, such as the park and toddler group. However, the childminder's interactions with children are not successful in providing appropriate challenge and opportunities to learn new skills.
- Parents are happy with the service the childminder provides. She shares helpful updates, such as updates regarding their children's settling-in periods. Parents appreciate the childminder's flexibility and her liaison with other settings that children may attend.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder recognises the basic signs and symptoms that may indicate a child is at risk of harm. However, the childminder is unsure about the role of the local authority designated officer (LADO). She demonstrates a poor understanding of how to report allegations against herself or a member of her household to the LADO in line with the necessary processes. The childminder has completed some safeguarding training, but has not kept up to date with some aspects, such as the risks associated with county lines. Her lack of safeguarding knowledge compromises children's safety and well-being. Nonetheless, the childminder checks her home thoroughly each day and supervises children effectively, to help them stay safe while they play.

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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develop an up-to-date knowledge and understanding of safeguarding issues and the responsibility to protect children from harm	23/12/2022
implement a curriculum that is challenging and engaging to enable all children to make good progress across the seven areas of learning	23/12/2022
develop further knowledge and skills about how children learn in order to deliver teaching that aligns to the different learning needs of each child.	23/12/2022

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

- provide more consistent support during activities and interactions to fully promote children's communication skills
- increase opportunities for children to explore, investigate and access appropriate resources, to further support their skills in independence
- improve the information shared with parents, to focus on children's learning in order to help support their development more precisely.

Setting details

Unique reference number	EY433687
Local authority	Kent
Inspection number	10261078
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	29 October 2019

Information about this early years setting

The childminder registered in 2011 and lives in Boughton Monchelsea, Kent. She operates Monday to Friday, throughout the year, from 7am to 7pm.

Information about this inspection

Inspector

Kate Williams

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their 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 observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation 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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