

Childminder report

Inspection date:

9 December 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's welfare is not assured. The childminder does not have a secure enough understanding of safeguarding to ensure she can accurately identify issues affecting children's well-being and take action to protect them. Nonetheless, the childminder can talk about her children's needs and interests well. She is well supported by her assistant. For example, he takes a lead in preparing healthy and nutritious meals for children. The childminder and her assistant plan activities and opportunities based on what they know about the children and their next steps. For example, they build on children's interest in planting by growing tomatoes and other vegetables outside.

Children enjoy exploring the bright, well-organised environment. They freely choose from a range of toys and resources, displayed at their height and linked to what the childminder knows about them. For example, she displays maps and words linked to the languages children speak at home. The childminder and her assistant plan opportunities and activities for children to ensure they make good progress. For example, they praise children for matching different-coloured bricks when building a tower together, supporting their mathematical understanding. Children play well together, taking turns and sharing. For instance, they enjoy playing with dolls and prams, taking care to carefully put the babies to sleep.

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

- The childminder does not have a secure understanding of a range of safeguarding issues, such as female genital mutilation, radicalisation and extremism. She does not know the processes to follow if she had concerns about bruises on non-mobile babies. This means that she would not recognise all of the possible signs that children's welfare is at risk, and this compromises their safety. However, the childminder and her assistant can talk about what they would do in some safeguarding scenarios to keep children safe from harm.
- Both the childminder and her assistant do not have secure enough understanding of what to do if an allegation was made against them and how to follow this up appropriately. This means that, in the event a concern being raised, they do not know what action to take to protect children and where to access advice and support.
- The childminder and her assistant plan an environment that supports children's next steps. For example, they use their knowledge of the children to engage them in both structured and spontaneous activities and opportunities to support key skills. The childminder and her assistant praise children's efforts and celebrate their achievements. For example, they proudly display their artwork in the playroom.
- Parents are very happy with the childminder and talk highly of the progress their

children have made, especially in their speech and social skills. They say that communication with the childminder is good and that they have no concerns. They particularly reference how flexible the childminder is and the process for settling in. They say their children love attending.

- The childminder and her assistant have positive relationships with the children. They show interest in what they are doing and talk to them about what they want to play with. The childminder prioritises children's emotional well-being, providing cuddles and comfort to children. Children enjoy climbing up to sit on her lap when they are tired. The children enjoy playing together. For example, they enjoy playing with the dolls, putting them in prams and feeding them with pretend bottles. They take care, demonstrating their understanding of how to look after them.
- The childminder and her assistant have created a language-rich environment, with a focus on sharing stories, books and listening to rhymes. Children are able to explore the attractive book area the childminder has set up. They share stories regularly, which sparks their interest and inspires a love of books. They prioritise opportunities to develop language and communication skills. For example, posters are displayed around the room to support children's awareness of words and labels.
- The childminder and her assistant provide opportunities for children to do things for themselves, such as putting their own things away, hanging their own bags and coats up and finding their own name labels. Children know the routines of the setting well. This supports children's developing independence skills. Children are encouraged to choose toys that they want to play with. For example, they were focused and engaged playing with trucks and aeroplanes, which the childminder knew they enjoyed.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a secure enough understanding of a range of safeguarding issues that could affect children. She is not aware of the correct procedures to follow if an allegation was made against her or her assistant. Nonetheless, the childminder and her assistant complete risk assessments to identify risks and hazards in the environment. They can talk about evacuation procedures they have undertaken and have attended paediatric first-aid courses. They keep required records and follow the correct procedures for administering medicines to children. They can talk about some signs and symptoms of abuse that would concern them.

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
develop an up-to-date knowledge of safeguarding issues relating to child protection, such as female genital mutilation and 'Prevent' duty	27/01/2023
improve knowledge and understanding of how to manage any allegations made against adults working with children or living in the household, including the role of the local authority designated officer.	27/01/2023

Setting details

Unique reference number	EY470446
Local authority	Medway
Inspection number	10228857
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 10
Total number of places	13
Number of children on roll	12
Date of previous inspection	17 February 2017

Information about this early years setting

The childminder registered in 2014 and lives in Chatham, Kent. She offers flexible care all day, from Monday to Friday, all year round, except for family holidays. The childminder has a relevant level 3 early years qualification, and she works with assistants.

Information about this inspection

Inspector

Victoria Salisbury

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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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