

Childminder report

Inspection date:

31 May 2023

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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The childminder has made appropriate improvements to promote children's safety since the last inspection. Although there are still some weaknesses in her practice, children have fun in this welcoming setting. They settle well and share warm interactions with the childminder. Her support for children's emotional well-being and confidence ensures that they feel safe and secure. They socialise with peers while they play with the wide range of resources provided by the childminder. However, at times, the childminder is less effective at ensuring that the curriculum is ambitious and meets the learning interests that children express to her. This impacts on children's levels of engagement and the progress they make.

Children show positive attitudes to learning. They show an interest in adult-led activities, such as moulding play dough using different equipment. Children develop their physical-control skills by rolling and kneading, and strengthen the muscles in their fingers by pushing shapes from cookie cutters. This prepares them well for future stages of their educational journey, such as learning to write. This learning however, happens by chance, as the childminder does not have a clear idea about what she wants children to learn based on their individual learning need.

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

- Overall, the childminder aims to provide an inclusive experience for all children, including those with special educational needs and/or disabilities (SEND) and those with English as an additional language. However, she does not complete the statutory two-year-old progress check for every child in her care. This has an impact on how well she identifies the next steps in children's learning, and on the information she is able to share with parents about children's development. This does not ensure a consistent approach so that the learning needs of children are supported effectively.
- The childminder is not consistently effective at finding the right balance in her interactions to help her meet different children's learning needs at the same time. She does not always recognise opportunities to provide the best possible learning opportunities for all children. For example, children use wax crayons to draw on white paper, but the childminder does not challenge them during this activity to extend their skills. Consequently, children soon become disinterested and move on to other activities.
- The childminder talks to children as they play and supports their communication skills. She asks children about things that are familiar to them and introduces new words into children's play. For example, when a child is describing the colours of the play dough, the childminder introduces the word 'turquoise' and describes how it is a mixture of blue and green. This helps to develop children's vocabulary.

- Children smile as they receive praise and encouragement from the childminder. They have toys and resources to keep them busy. Older children naturally share with younger peers so they learn to take turns and tolerate each other. However, the childminder does not always use valuable opportunities to teach children about the impact of their actions on others, such as how this may affect their feelings and behaviour.
- The childminder gives children some opportunities to learn to keep healthy. She provides healthy snacks and they observe her sanitising the table before mealtimes. However, the childminder does not have sufficient understanding of how to promote children's continuing positive habits and independence. For example, although she values parental preference, she does not readily share information about how to support good oral health, such as choosing water in an age-appropriate cup.
- Children enjoy regular outings to the park and local outdoor spaces to support children to develop their enquiry and exploration skills. They enjoy practising their physical skills by using various items of play equipment. Children improve their knowledge of the world as they learn about living things and spot nature in the environment.
- The childminder has an interest in developing her knowledge and understanding of children with SEND. However, the childminder has not focused her professional development sharply enough to improve the quality of her skills and interactions with children. As a result, children do not make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has improved her knowledge of safeguarding procedures. She takes steps to protect the health of children. The childminder maintains records of children's medication and understands the potential risks of harm, if procedures are not adhered to. The childminder ensures that children are not left unsupervised around her pets. She is able to identify and manage risks, such as ensuring children eat while seated and do not climb on the furniture. The childminder understands what to do in the event of an allegation being made against herself or a member of her family. She knows the action to take should she have any concerns about the welfare of children.

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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complete the required progress check for children aged between two and three years and provide a short written summary for parents	15/06/2023
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To further improve the quality of the early years provision, the provider should:

- plan and implement suitably challenging experiences, tailored for children's individual age and stage of development, which build on what they already know and can do
- focus professional development more precisely on developing the skills to provide high-quality interactions with children and improve the quality of teaching
- improve the support for children to understand the possible consequences of their actions and how their behaviour can affect the feelings of others
- work more closely with parents to share information to fully support continuity of care and learning, and to promote children's good health.

Setting details

Unique reference number	EY470446
Local authority	Medway
Inspection number	10270313
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 8
Total number of places	4
Number of children on roll	5
Date of previous inspection	9 December 2022

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

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 setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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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