

Childminder report

Inspection date: 29 August 2023

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

The arrangements to prepare food for children are not sufficiently hygienic. This does not adequately ensure children's health and safety. However, the childminder is successful in promoting children's learning and development.

Children settle well, and the childminder provides a welcoming environment. They develop positive relationships with the childminder and affectionately seek comfort from her. Children benefit from settling-in sessions and a gradual start before attending full sessions. This helps them to be familiar with both the childminder and the setting. The childminder knows children well and finds out what their interests are. She observes them in play and adapts her activities to their interests. Children often direct their play and maintain their focus. This sets them in good stead for future learning.

Children show good attitudes towards their learning, and they learn to behave well. The childminder demonstrates expected behaviour to them and models how to be polite and respectful. For example, she provides a narrative to what they do and praises their efforts. Children then celebrate their successes with a clap. Children are developing their self-care skills. They are able to feed themselves safely and practise washing their hands under the childminder's supervision. The children are growing in independence with these routines in place.

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

- Children eat home-cooked, balanced meals prepared by the childminder and have regular access to drinking water. They practise their self-care skills as they feed themselves. Children enjoy trying new foods and demonstrate that they particularly like the fruit. However, the facilities for food preparation are not hygienic.
- The childminder has a clear vision for the curriculum. She observes children and monitors their development well. She uses what she knows about them to plan activities to support them to build on what they know and can do. For example, children show good fine motor control when transferring objects with tweezers and popping out pegs from a puzzle board. The childminder weaves in opportunities for children to practise colour recognition and saying new words.
- Children's language and communication skills are supported well. The childminder sings songs and rhymes regularly. Children are keen to join in and choose songs that they want to hear. Children respond to words they recognise. The childminder speaks clearly, engages children in dialogue and models using new words. This helps children to develop early language skills.
- Children have access to the outside space, and the childminder plans trips to the local parks. However, the planning of activities for children's physical

development is not as strong as other areas of the curriculum.

- The childminder is a good role model. She asks children questions and seeks their opinions. Children have a voice and are listened to by the childminder. This creates respectful relationships, and the childminder is guided by children. Children also learn to distinguish between their likes and dislikes.
- The childminder introduces children to some mathematical concepts. She often counts objects or encourages children to compare the sizes of shapes. This helps children to become familiar with mathematical language from a young age.
- The childminder is reflective of her practice and of the children's emerging needs. She uses these reflections to inform her training. For example, she has recently completed a course that has given her strategies for improving her practice in relation to the provision for children with special educational needs and/or disabilities. This has supported the childminder to monitor children and has deepened her understanding of children's behaviour.
- Parents are positive about the care that the childminder provides. The childminder keeps parents updated about children's daily care routines and activities. Parents are included in assessments of the children. The children's progress and developmental next steps are shared with parents.

Safeguarding

The arrangements for safeguarding are not effective.

The weaknesses in relation to food hygiene mean that children's safety is compromised. However, the childminder is aware of the signs of abuse and neglect and knows the local referral procedure to follow if she has a concern. This helps to ensure that she is able to deal with accidents or incidents when they occur. The childminder supervises children well, including during mealtimes. She has appropriate security arrangements so that children cannot leave the premises unsupervised.

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
ensure that the facilities for the preparation of food for the children are hygienic.	29/09/2023

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

- enhance the opportunities to promote children's physical development.

Setting details

Unique reference number	EY456717
Local authority	Kent
Inspection number	10289260
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	17 November 2017

Information about this early years setting

The childminder registered in 2013 and lives in Gravesend, Kent. The childminder provides childcare from 8am to 6pm, Monday to Friday, for most of the year, with the exception of bank holidays and planned family holidays. The childminder has a relevant early years qualification at level 3.

Information about this inspection

Inspector

Linzi Bradbury

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 childminder and has taken that into account in their evaluation of the childminder.
- The inspector viewed the premises, and the intent of the curriculum was discussed.
- The childminder and the inspector evaluated an activity together.
- Relevant documentation was checked and discussed.
- Parents shared their views of the childminder with the inspector.
- Teaching was observed, and the inspector assessed the impact this has on children's learning.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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