

Childminder report

Inspection date:

6 November 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

Met

What is it like to attend this early years setting?

The provision is inadequate

The childminder, who is also the designated safeguarding lead, does not have a secure understanding of the safeguarding requirements. She has not completed a child protection course, as required. As a result, the childminder does not understand the local procedures for referring safeguarding concerns about children. Furthermore, she does not have the required knowledge regarding the 'Prevent' duty guidance. This does not ensure that children are kept safe and that concerns are passed on swiftly. This is a breach of requirements.

Despite this, arrangements for learning and development are good. Children show that they have built secure attachments to the childminder and feel happy and content in her care. The childminder has created a curriculum based on children's interests. She understands what she wants children to learn and how she plans to teach them. Children are making good progress from their starting points including those with special educational needs and/or disabilities (SEND). Children choose from a wide range of resources which appeal to their interests. They behave well as they become engaged in sustained and playful interactions with the childminder and their friends.

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

- The childminder has failed to ensure that her safeguarding knowledge is up to date and relevant. She does not have a secure understanding of the referral process and who she would need to contact if she was concerned about a child. This is a breach of requirements and does not promote the welfare of children.
- The childminder's curriculum has an emphasis on speech and language. This is supported well. For instance, as children play, the childminder will narrate what the children are doing. They select stories that interest them and cuddle up with the childminder as she reads to them. The childminder asks the children relevant questions about the story, characters and the pictures. Children are keen to share their ideas and thoughts. Furthermore, children consistently hear mathematical language and use this in their play. For example, children confidently count the cars as they put them in the back of the lorry.
- Children with SEND are well supported. The childminder fully understands the needs of all the children. She works closely with other professionals, parents and carers, to ensure that children receive the support they need to bridge gaps in their development. For example, the childminder has strong links with other settings that children attend. She regularly speaks to their key person to share updates and discuss strategies that are working well. This provides children with consistency. All children make good progress from their starting points.
- Children are given some opportunities to manage their personal needs. They are beginning to learn about personal hygiene. However, at times, the childminder

does not follow consistent hygiene routines. For example, she does not always wash her hands after cleaning children's noses. This does not set a good example and increases the risk of infections spreading. Furthermore, she does not consistently support children to become more independent with tasks such as handwashing before eating. This does not help them develop important self-care skills.

- Parents speak highly of the childminder. They get plenty of opportunities to speak to her about their children's development and next steps in their learning. Parents are happy that their children settle incredibly well and have built secure attachments with the childminder.
- Children are provided with opportunities to learn about the local community. They take regular trips to the local library and museum. Children have daily access to the secure garden and local parks to practise and develop their emerging physical skills.
- Children's religions and cultures are shared with their friends and celebrated. For instance, children recently celebrated 'Name Day' with their Polish friends. Children are encouraged to share their home customs with each other. This supports children's understanding of similarities and differences between themselves and their friends.
- Children's behaviour is good and well managed. The childminder has a positive attitude to behaviour management. She understands that children's behaviour is linked to their age and stage of development. For example, the childminder uses picture cards to speak to children about how their actions may make others feel. This teaches children empathy and supports them in making the right choices.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a robust understanding of the local safeguarding partnership procedures to raise concerns about children's welfare. She does not implement an effective safeguarding policy. This impacts on her ability to refer concerns in a timely manner. Furthermore, the childminder is not aware of the 'Prevent' duty or other aspects of safeguarding, for example, female genital mutilation and county lines. Although she keeps records of pre-existing injuries, she does not understand why this information is important and how it can help build a picture of possible concerns. However, the childminder does understand the role of the local authority designated lead and the need to report allegations about herself or a household member without delay. She undertakes daily, and more thorough weekly, risk assessments to ensure that her home is suitable.

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
gain an understanding of how to identify and respond appropriately to any safeguarding concerns	20/11/2023

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

- provide more opportunities for children to be able to embed personal hygiene routines.

Setting details

Unique reference number	EY216540
Local authority	Kent
Inspection number	10289070
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	5
Date of previous inspection	10 November 2017

Information about this early years setting

The childminder registered in July 2002. She lives in Boughton Monchelsea, in Maidstone, Kent. She operates between 7am and 6.30pm on Monday to Friday, all year round, apart from bank holidays and family holidays.

Information about this inspection

Inspector

Kelly Southern

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 childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to 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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