

# Childminder report

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Inspection date: 24 January 2024

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

The childminder has a poor understanding of how to keep children safe. She does not adequately supervise children. The childminder's risk assessment is not robust enough to identify and minimise any risks to children's safety. This has a negative impact on children's safety and well-being.

The childminder understands that children need to access a range of activities to develop their knowledge and skills. However, she does not create an environment that promotes an enjoyable experience for all children. Her home is often noisy and chaotic which does not support children's learning. The childminder fails to assess and respond to the needs of individual children in her care, including those with special educational needs and/or disabilities (SEND). The childminder does not give children enough individual attention. Her brief interactions with children do not enable them to extend their learning. Children are not able to access an ambitious curriculum. They do not develop positive attitudes to learning.

The childminder has a poor understanding of how to support children to regulate their behaviour. For example, she does not teach children to use gentle hands or step in when children hurt each other. This impacts on children's ability to feel emotionally and physically secure. Not all children are able to feel happy and safe in the childminder's care.

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

- The childminder does not assess and respond to the needs of individual children. For example, babies miss their nap times because the childminder is unable to provide a calm environment for them to sleep. As a result, she cannot provide adequate care and education for all children. Children's well-being is compromised.
- The childminder's procedures for checking all areas of the home are not robust. For example, although the childminder has recently put child safe locks on her kitchen drawers, these are not always closed. Children are often out of sight of the childminder for extended periods. This includes when children are in the kitchen where tools and equipment pose a risk to children. This compromises children's safety.
- The childminder does not implement robust procedures for contact between children and the family pets. She allows her dogs to be in the learning environment while young children are present. The childminder's poor lack of child supervision means that children are not always within her sight. This puts children at risk of harm.
- The childminders curriculum is poorly implemented. She does not adequately consider the individual needs of children when planning. For example, babies are

often left without activities to play with. Older children do not receive the attention they need from the childminder to complete tasks or feel successful. The childminder does not adapt her teaching to meet the needs of children with special educational needs and/or disabilities (SEND). Not all children have an enjoyable experience in her home and make good progress.

- The childminder understands that interactions with children are important for their communication and language development. However, her interactions with children are limited. For example, the childminder often completes other tasks while the children are playing. Children's opportunities to develop their fluency are limited.
- The childminder does not demonstrate an ability to effectively manage children's behaviour. Some children demonstrate persistently poor self-control and respect for others. This leads to other children not feeling safe and secure.
- The childminder's settling-in arrangements are not effective. For example, new children transitioning into her home are not given the support they need to feel happy and safe. They often become distressed and the childminder is unable to calm them down. This does not support children's emotional well-being.
- The childminder develops close working relationships with parents. She informs parents each day of the activities that the children have done. Parents share positive feedback regarding the care of their children.
- The childminder plans opportunities for children to explore their local community. For example, she takes children to the local playgroup and allotment to engage in different activities. Children learn about how things work as they explore their local surroundings.

## Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

## 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 individual needs of children are identified and met, so that children feel safe and secure	01/02/2024
implement effective risk assessments to identify and minimise risks to children's safety	01/02/2024

supervise children effectively to keep them safe	15/02/2024
interact positively with children to help support their communication and language development	15/02/2024
ensure that all children are supported to manage their behaviour effectively	15/02/2024
ensure that the settling-in arrangements are effective to support children's emotional wellbeing and help smooth transition	15/02/2024
implement an effective curriculum that meets all children's needs, so that all children including those with special educational needs and/or disabilities (SEND) make good progress in their learning and development.	25/04/2024

## Setting details

<b>Unique reference number</b>	115561
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10316968
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	23 May 2018

## Information about this early years setting

The childminder registered in 1999. She lives in the Bexley area of Kent. She operates all year round, Monday to Friday, except bank holidays. Her opening hours are Monday to Friday from 7.30am to 5.30pm. The childminder holds a relevant early years qualification at level 3. The childminder receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Kate Dauge

### Inspection activities

- This was the first routine inspection the provider 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 children's safety.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The inspector observed the interactions between the childminder and children.
- Some parents shared their views of the setting with the inspector.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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