

Childminder report

Inspection date: 17 October 2023

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is compromised because the childminder does not understand all aspects of important child protection procedures. She does not accurately maintain the required records that ensure the safe and efficient management of the setting. This does not help children to keep safe and well.

The childminder does not understand the learning and development requirements of the early years foundation stage (EYFS), which are statutory for her registration. Because of her lack of knowledge, the curriculum is poorly designed and does not identify and build on what individual children need to learn. The childminder does not plan activities or experiences to teach children the skills they need. The childminder engages well with children on occasion. However, learning happens by chance, rather than the childminder having a clear plan for what children will learn, or finding ways to build on and extend their learning.

Children build good relationships with the childminder, who is kind and caring. She offers children cuddles and reassurance when they need it. The childminder values children's achievement and praises them for their efforts. She follows appropriate hygiene practices, including ensuring that the children have cleaned their hands before eating and helping babies to wipe their face after.

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

- Weaknesses in leadership and management mean that children's safety cannot be assured. For example, the childminder does not ensure that she has children's personal details and those of their parent or carer. She does not keep a daily record of children's attendance. This is a breach of requirements and does not ensure that children are adequately accounted for. Furthermore, the childminder has not kept her safeguarding knowledge up to date. She does not sufficiently demonstrate her understanding of some aspects of child protection. This does not assure children's safety.
- The quality of education is weak. The childminder's teaching and understanding of the curriculum are not good enough. She encourages children to take part in activities that do not hold their interest. For example, she shows nursery rhymes on the television and sings along, modelling actions. However, children are easily distracted by the screen instead of experiencing high level interactions, that will help them to learn new things. This does not help children to make the progress of which they are capable.
- The childminder has some understanding of what is appropriate for an individual child's age and stage of development. However, she does not assess what children know and plan challenging activities to support their development effectively. For example, the childminder wants to develop children's

independence. However, during mealtimes, children who are likely to be capable of feeding themselves are fed by the childminder. They are not given the chance to wash their hands themselves or clean their own faces. This does not help even the youngest children, start to recognise and value being able to do things for themselves.

- Children access some toys that the childminder chooses for them, in the clean and spacious environment. However, they have few opportunities to choose and explore resources themselves. Children are given toys that appeal to their interests, such as books appropriate for their age. The childminder encourages children to press the buttons that make sounds from the story, but offers little support for them to learn new vocabulary from the text. This does not promote children's communication and language development.
- The childminder has built relationships with some parents and understands that she must work with them to provide a consistent approach for children. For example, she recognises that if a child shows a delay in a certain area of learning, she must discuss this with parents, to ensure that they seek out and gain the right support from external professionals.
- The childminder provides regular opportunities for children to exercise in the fresh air, for example in the garden and through visits to the park. She provides opportunities for children to meet others in the community, for instance, during visits to the library.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder has a basic understanding of how to identify children at risk of abuse or neglect and refer concerns for their welfare to the local authority. However, her safeguarding knowledge is insufficient. The childminder does not know the procedures to follow in the event of an allegation. She does not have up-to-date knowledge of the 'Prevent' duty guidance or of safeguarding issues, such as county lines. The childminder does not ensure the safe and effective running of her provision by maintaining accurate and detailed records of children, in order to keep children safe and well.

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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gain a secure awareness of the procedures to follow in the event of an allegation against anyone working or living in the home, and of the roles of child protection agencies, including the local authority designated officer	01/11/2023
develop a clear understanding of all relevant safeguarding issues and guidance, including the 'Prevent' duty guidance, to ensure indicators of abuse can be identified	01/11/2023
maintain a record of the required information about the children in your care	01/11/2023
maintain an accurate daily record of children's hours of attendance	01/11/2023
develop a thorough knowledge and understanding of all parts of the EYFS to ensure statutory requirements are always met and children's learning is effectively supported.	01/11/2023

Setting details

Unique reference number	2688834
Local authority	Medway
Inspection number	10311397
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 13
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives and works with a co-childminder in Gillingham, Kent. The childminder offers care before and after school as well as for early years aged children during the day, from Monday to Friday, term time only. The childminder has a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Kate Williams

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- 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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