

Childminder report

Inspection date:

9 March 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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children are not provided with a curriculum that consistently challenges and extends their learning and development. The quality of the childminder's and her assistant's interactions with the children is variable. Activities are not always well planned, and on occasions the childminder and her assistant do not spontaneously stimulate children's curiosity and development as they play. Children sometimes lose interest and wander off. Additionally, the range of resources available to the children does not always support them to explore and develop their own play and ideas.

Nevertheless, children demonstrate that they are settled and happy to attend. Children build roadways and are encouraged by the childminder to count the number of toy cars. Older children are able to differentiate between the small and big toy cars. Children have regular opportunities to play outside in the fresh air. They enjoy splashing in the puddles. Children develop their hand-to-eye coordination as they mould and manipulate dough. They learn to use tools, such as scissors, and press shape cutters into dough.

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

- Since the last inspection, the childminder has made some further improvements to her practice. She has completed the required progress check when a child is aged between two and three years, identifying children's strengths and areas for further development. Additionally, the childminder has provided more opportunities for the children to develop their independence skills. For example, children learn to put on their outdoor clothing and wellington boots before going outside to play.
- The childminder continues to develop her intended curriculum, including its implementation. However, the childminder's and her assistant's interactions with the children do not consistently challenge and support them to build on what they already know and can do.
- The childminder and her assistant have completed some training to support them to develop their knowledge and skills. However, this is not yet having a sufficient enough impact on the overall quality of education provided for the children, and therefore requires further evaluation.
- Overall, areas used by the children are clean. However, on the day of the inspection, the childminder had failed to ensure that the toilet used by the children was clean and suitable for its purpose. Additionally, too many children were observed in the small toilet space at the same time. A child was subsequently observed touching the toilet seat, which increases the risk of cross infection.
- Children enjoy their meals and snacks. They sit together, learn to socialise with

one another and develop appropriate table manners. Children learn to cut up their banana and spread butter on their crumpets. Younger children sit in high chairs to eat their meals. However, on one occasion during the inspection, the childminder failed to ensure a child was securely strapped into their high chair. This has the potential to compromise their safety.

- Children enjoy listening to stories. They show an interest in the illustrations, and older children repeat some familiar phrases. Children are encouraged to participate in singing activities and learn the actions associated with the songs. For example, they enthusiastically jump up and down pretending to be bunnies.
- The childminder and her assistant provide children with a range of activities, which broadens their range of experiences. For example, children have opportunities to go to the zoo, a farm and a local forest centre. They also meet and socialise with other children during their attendance at toddler groups.
- Children develop appropriate attachments with the childminder and her assistant. They demonstrate that they feel safe and secure, and they naturally approach them for reassurance when required. This supports children's emotional well-being. Overall, children behave well. They respond appropriately to gentle reminders to share and take their turn with the resources.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant demonstrate a sound knowledge of the signs and symptoms of abuse, including aspects of safeguarding such as radicalisation. They know how to make a referral if they have concerns about a child in their care. This includes what action to take if an allegation of abuse is made against them. The childminder monitors the work of her assistant and ensures required suitability checks are completed. The premises are secure.

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
improve the implementation of the curriculum, including interactions with the children, to ensure all children receive meaningful and challenging learning experiences that build on what they already know and can do	31/05/2023

improve professional development opportunities to identify gaps in knowledge, skills and practice that will help raise the quality of the curriculum, interactions and activities provided for the children	31/05/2023
ensure all areas used by the children are clean and suitable for their purpose; this refers to the cleanliness of the toilets	15/03/2023
make sure children are always securely strapped in high chairs to ensure their safety.	15/03/2023

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

- extend the range of resources and activities provided to enable all children to further explore and develop their own play and ideas.

Setting details

Unique reference number	2651748
Local authority	Central Bedfordshire
Inspection number	10248225
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 9
Total number of places	12
Number of children on roll	13
Date of previous inspection	29 June 2022

Information about this early years setting

The childminder registered in 2021 and lives in Marston Moretaine. She provides care all year round, from 7.30am to 6pm, Monday to Thursday, and from 7.30am to 4.15pm on Fridays, except for bank holidays and family holidays. The childminder works with an assistant. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Ann Austen

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector observed children taking part in activities with the childminder and her assistant, and assessed the impact on children's learning.
- The childminder showed the inspector the premises used to provide childcare and discussed how she ensures that they are safe and suitable.
- Children communicated with the inspector during the inspection.
- The inspector spoke to the childminder's assistant at appropriate times during the inspection.
- The childminder provided the inspector with a sample of documentation on request.
- The inspector took account of the views of parents from written feedback provided at the inspection.

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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