

Childminder report

Inspection date:

29 June 2022

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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The childminder has made improvements since the last inspection. She prioritises children's safety. Children can choose from clean and well-organised resources to play with. The children now follow a routine during the day. However, not all activities are very well organised. For example, when the childminder's assistant begins reading a book, it is not big enough for all the children to see what is on the pages. As a result, some children lose interest. Children have warm, positive relationships with the childminder and her assistant. Children demonstrate they feel secure in the childminder's care. For example, they sit on her lap and watch other children at a messy-play activity until they are ready to join in themselves. The assistant stands near young children for support as they use large play equipment in the garden.

Children play with resources that they enjoy. They use their imaginations as they pretend to make meals in a food truck and make-believe their car has run out of petrol. The childminder adds some vocabulary to the play by introducing the word 'diesel'. Children learn new words linked to the theme the childminder has chosen to focus on, for example the names of sea creatures. Children enjoy exploring cooked spaghetti with their hands. However, there are not enough opportunities for all children to express their ideas.

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

- The childminder has improved the cleanliness and safety of the premises. She completes routine cleaning regularly and checks the premises daily for hazards. Furthermore, the childminder supervises children when they are eating and on outings. For example, when walking to school, she reminds children to stop at the road and wait before crossing.
- The childminder has not completed the required progress check when a child is aged between two and three years. This means children's strengths, including emerging concerns regarding their development, are not swiftly identified to parents and other professionals.
- There is not a sharp enough focus on developing children's individual learning needs. While the childminder understands the importance of planning a sufficient range of activities, she and her assistant do not implement the learning intentions for children well enough to help them make good progress in their learning, particularly those who are the most able.
- The childminder has clear intentions for children to learn independence skills. Yet, children do not have consistent opportunities to practise personal care skills. For example, the childminder sometimes puts shoes on for children. While children wash their own hands with soap, the childminder dries them for children. This means children are not refining essential skills needed for their

next stage of learning, such as school.

- Children spend time filling and pouring water in and out of jugs. They use chalk on an easel, creating their own marks. Young children turn pages in books. These activities help develop coordination in their small hand muscles.
- Children spend a lot of time outside. They ride scooters safely and climb up ladders to go down slides. This helps develop their physical skills as well as their sense of safety. Younger children take naps in the garden, benefiting from the fresh air.
- The childminder suitably promotes healthy lifestyles to children. She serves fresh fruit for snacks and changes children's nappies hygienically. She puts sun cream on children when they play outside to help protect them from the effects of being exposed to the sunshine.
- Parents are satisfied with the service the childminder provides. They say their children come home learning the names of sea creatures, such as 'swordfish'. They appreciate the information the childminder shares with them about their child's day.
- Children demonstrate good behaviour. They are curious as they explore the activities the childminder has set up. The childminder and her assistant offer the children praise and reassurance to promote continual good behaviour.
- The childminder receives support from the local authority and networks with other childminders to reflect on practice and seek out ideas for her work. She and her assistant attend relevant training and discuss how they can improve the activities for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has ensured her assistant has improved their knowledge of safeguarding topics. They are both clear on the signs a child may be exposed to extreme behaviours. The childminder has secure knowledge about the signs a child may be at risk of abuse or neglect. Both the childminder and her assistant know the relevant agencies to report concerns to, including when they have a concern about each other or someone working with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
complete the progress check for children aged between two and three years and ensure this information is used to support children's development	30/09/2022

identify children's individual learning needs and guide their development through stimulating and positive interactions, so they make good progress.	30/09/2022
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To further improve the quality of the early years provision, the provider should:

- provide more opportunities for children to build on their independence skills.

Setting details

Unique reference number	2651748
Local authority	Central Bedfordshire
Inspection number	10244652
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 8
Total number of places	12
Number of children on roll	13
Date of previous inspection	10 February 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
Elke Rockey

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- 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 accompanied the childminder on a school run.
- The childminder and the inspector observed an activity and evaluated this.
- The childminder talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to several parents during the inspection and took account of their views.
- Children talked with the inspector during the inspection.
- The inspector talked to the childminder and the assistant at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.

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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