

Childminder report

Inspection date: 3 December 2024

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

What is it like to attend this early years setting?

The provision is inadequate

Children's welfare is potentially compromised. The childminder does not have a clear understanding of what to do in the event of an allegation or how to recognise when a child is at risk of being radicalised. She struggles to meet the needs of the children as she cares for more children than she can manage, particularly when working alone. The childminder does not ensure that persons present to gain work experience are consistently supervised. Documents for the safe management of the provision are not appropriately maintained, and all information regarding the use of assistants is not shared with parents.

Children, particularly those with development delays or additional needs, do not benefit from well-planned activities and tailored support to help them progress in their learning. Consequently, children often lose interest during activities and quickly become disengaged. Nevertheless, children learn how to behave as the childminder reminds them to share and take turns, offering praise when they comply. The childminder sits and chats with children at mealtimes, encouraging them to name the foods they eat. Children build their physical skills outdoors. They cooperate well with each other as they play with tyres and enjoy rolling these down the slide.

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

- The childminder regularly cares for large numbers of children when working alone. During these times, she struggles to divide her time appropriately to meet the needs of the individual children. This practice leads to children often being unsupported and playing alone.
- On the occasions when the childminder has persons working alongside her to gain work experience, she allows those persons to have unsupervised contact with the children. This practice does not fully ensure children's safety.
- The childminder has a poor understanding of the action to take in the event of an allegation against herself or a person living or working on the premises. She does not recognise the signs that may lead her to believe a child is being radicalised or exposed to extreme behaviours or who to report these concerns to. Consequently, children's safety and welfare are not fully assured.
- The childminder does not ensure records required for the safe management of her provision are maintained. She does not share all relevant information with parents. She does not keep records of the names and times she cares for children or communicate with parents regarding the persons working with children and who is being left alone with them.
- The childminder has low expectations for children's learning, particularly for those who need additional support. Although the childminder recognises what children need to learn next, she does not plan activities or tailor interactions to

support and help them move forward in their learning. Children are not making the progress they are capable of and gaps in some children's learning are widening.

- The childminder does not consistently interact with children to provide them with the support they need to build on their existing skills. Some children spend time wandering about the provision looking for something to do. Less confident children often go unnoticed and are left to play alone. This lack of engagement prevents children from developing positive attitudes to learning, building friendships and developing good levels of communication and language.
- The childminder ensures any assistants she works with attend relevant training. She maintains some aspects of her knowledge and understanding as she undertakes mandatory training herself. However, the childminder does not focus on other aspects of her professional development to improve teaching and the implementation of the curriculum to ensure children receive the best possible support.
- The childminder supports the children in learning how to behave well. When children disagree over toys, she talks to them about using 'kind hands' and shows them how to share the resources so everyone has a turn.
- The childminder supports the children's good health. She provides healthy and nutritious snacks and helps children to understand why these are good for them. Children are encouraged to follow good hygiene routines as they visit the bathroom to wash their hands before eating.

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 staffing arrangements are organised to meet the needs of the children and that appropriate staff:child ratios are maintained at all times	17/12/2024
ensure a daily record of the names of the children being cared for, their hours of attendance, and the names of each child's key person is maintained	17/12/2024

ensure adults gaining work experience are supervised appropriately when working with children	17/12/2024
develop knowledge and understanding of how to report concerns about an adult who may have harmed a child and what to do should you believe a child or adult is being drawn into extremism or showing signs of being radicalised	24/12/2024
ensure that parents give permission for their children to be left in the care of a suitable assistant for up to two hours in a day	17/12/2024
implement an ambitious curriculum and provide good levels of support for all children, including for children who have developmental delays or additional needs, taking into account their individual needs to help them make at least good progress in all areas of their learning and development	07/01/2025
undertake appropriate professional development opportunities to improve the quality of teaching and education to a higher standard.	07/01/2025

Setting details

Unique reference number	EY297901
Local authority	West Northamptonshire
Inspection number	10371937
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 3
Total number of places	12
Number of children on roll	7
Date of previous inspection	8 January 2019

Information about this early years setting

The childminder registered in 2005 and is located in Deanshanger, Milton Keynes. She is open from Monday to Friday, 7am until 5.30pm, for most of the year. The childminder holds a relevant early years qualification at level 2. She is registered to work with an assistant. The childminder provides funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alexandra Brouder

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure areas are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The children spoke with the inspector during the inspection.
- 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 childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their views of the childminder with the inspector over the telephone.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024