

Childminder report

Inspection date:

16 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

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

The quality of provision is weak. Children do not receive the education to which they are entitled. The childminder provides a narrow curriculum that focuses on learning basic skills. She and her assistants have low expectations for children and do not plan and provide experiences that challenge and extend their learning. As a result, children do not make good progress and are at risk of falling behind in their education.

Children can make choices about which resources to use. However, the childminder and her assistants fail to extend learning as children play. The childminder questions children persistently about colours, numbers and letters. This means that they do not have the opportunity to develop a deeper level of thinking skills and understanding.

The children are confident and settled in the childminder's home. They follow secure routines, such as knowing what is expected of them at mealtimes. However, the childminder does not offer consistent opportunities for children to care for themselves. For example, children wash their hands, but the childminder dries them for the children. Additionally, the childminder and her assistants do not encourage children to have a go at putting on their coats and, instead, do this for them. This fails to help children learn to build on their independence, which is essential for the next step in their education.

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

- The childminder does not plan a curriculum that is sufficiently broad and helps children to make good progress in their learning. Furthermore, the experiences she does provide do not meet children's individual learning needs. While the childminder has some targets set for children to achieve, these do not match children's abilities and, as a result, they do not learn new skills or knowledge.
- The childminder has not tackled the weaknesses in education. She does not evaluate her own or assistants' practice accurately and, as a result, the quality of education has not improved since the last inspection. The childminder and her assistants have attended training, and they regularly discuss children and the activities. However, these strategies are ineffective at improving their skills and the quality of teaching.
- The childminder and her assistants do not give children enough opportunities to learn how to care for themselves and be independent. Children are not encouraged to dress themselves and the childminder completes tasks for them, instead of allowing them the time to persevere and gain new skills.
- Children flit between activities and, at times, the childminder interrupts their experimentation and learning. Children demonstrate knowledge and use their

imagination as they scoop and mix sand to make cakes. They sprinkle tea leaves on the sand cake as decoration. However, the childminder begins marking letters on top of the sand cake. This limits children's opportunity to learn and explore to their satisfaction and follow their own ideas.

- The childminder fails to promote opportunities for children to solve problems. She stops children from using resources in a way they are not intended for. This stifles their natural explorations and curiosity.
- The childminder encourages children to join in to sing together for short periods of time. Children copy the actions and sing the familiar, repetitive words. This helps to develop some listening skills. However, these short sessions are not well planned, and children quickly lose interest. This means children do not learn to concentrate for a sustained period of time.
- The childminder has met the notice served at the previous inspection and subsequent monitoring visit. She supervises children so they are within sight or hearing and babies are monitored closely while sleeping. This helps to assure their welfare. Additionally, the childminder shares information with parents about children's care needs daily.
- Children can practise physical skills in the garden. They climb up steps and go down slides. The childminder and her assistants support children to negotiate this apparatus safely. Children enjoy propelling themselves along on trikes. These activities help to develop some large-muscle control.
- The childminder prepares healthy meals for children. They eat a satisfactory range of food that is nutritious. For instance, children have fruit for snack and vegetables at lunch. However, the childminder and assistants stand around waiting for children to finish and do not engage with them in discussions that support their learning.

Safeguarding

The arrangements for safeguarding are effective.

There is 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, the provider must:

	Due date
use what is known about children to plan a challenging and enjoyable experience for each child so they are supported to make progress in all areas of learning and development	31/01/2025

ensure that children's development is guided through a balance of child-led and adult-initiated, high-quality and purposeful activities and interactions	31/01/2025
ensure children have consistent opportunities to be independent and practise personal care skills	31/01/2025
ensure that performance management focuses on improving the educational provision for children and practitioners' teaching skills.	31/01/2025

Setting details

Unique reference number	EY406530
Local authority	Bedford
Inspection number	10362858
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	8
Date of previous inspection	1 August 2024

Information about this early years setting

The childminder registered in 2010 and lives in Kempston. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She provides funded early education for eligible children.

Information about this inspection

Inspector
Elke Rockey

Inspection activities

- The inspector held discussions with the childminder and her assistant about the curriculum and what they want children to learn.
- The inspector observed the interactions between the childminder, her assistant and children during activities.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact on children's learning.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- Children talked with the inspector during the inspection.
- The inspector looked at relevant documents, including evidence of the suitability of all persons living at the premises.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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