

Childminder report

Inspection date: 4 April 2022

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

What is it like to attend this early years setting?

The provision is inadequate

The childminder has failed to meet all the safeguarding and welfare requirements. Her understanding of the statutory procedures for employing assistants is poor. This comprises children's safety as children are, at times, left unsupervised with adults who do not have all suitability checks in place. Induction procedures are weak. The childminder has not trained new assistants to understand the safeguarding policies and procedures. Consequently, they have no understanding of how to identify signs that children may be at risk of harm. Furthermore, the childminder allows these assistants to be in sole charge of children and they do not hold a paediatric first-aid qualification.

Despite the identified weaknesses in safeguarding practice, children demonstrate they feel happy in the childminder's care. They develop good independence and are keen to be the helper of the day. Children help to prepare the table for meals. They use their mathematical skills to work out how many places they need to set, so that no child is left out. Children enjoy looking at photos of outings they have been on. They gleefully recall their experiences, such as being at the zoo and visiting museums. Children's speech and language development is very good and they behave well.

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

- The childminder does not have a secure enough understanding of how to implement all of the early years foundation stage requirements. There are a number of breaches to requirements relating to safe recruitment, safeguarding policies and procedures and paediatric first aid. These weaknesses have a significant impact on children's safety and well-being.
- The childminder gains useful information from parents, when children start to attend her setting. This helps her to know how to build on their skills, knowledge and experiences from the outset. The childminder is aware of where children are in their development. She observes them closely and uses her observations and assessments to identify what children need to learn next.
- Children build close attachments to the childminder and her assistants. They enjoy being in each other's company and have fun together. Children often go to the adults for a cuddle, when they need support or are feeling tired.
- Children have many opportunities to be active and enjoy spending time outdoors. The childminder explains how she uses her garden and outings for physical play to promote children's health and well-being. Children learn about animals and the natural world through regular visits to the zoo.
- The childminder supports children well as they play. She sets them challenges as they build with blocks. For example, by asking them to work out when they think a train will be too tall to fit through a tunnel.

- Children show great interest in frog spawn and developing tadpoles, which is part of their spring display. They learn how to use books and pictures to gain information from. For example, children look at a home-made book to find out what will happen next in the life cycle of a frog.
- Parents speak positively about the childminder and her assistants. They state children are very happy to attend. Parents say their children gain valuable knowledge and skills that equip them for later learning at school. The childminder keeps parents updated on children's progress to help them to support their learning at home.
- Children develop good listening skills. They engage well in games that encourage them to listen and identify sounds. Children sit very quietly and show respect as they follow the rules of the game. They are very pleased when they succeed, showing strong self-esteem.
- The childminder and her established assistant meet together to review practice and identify areas they want to further strengthen. They undertake training and receive updates from the local authority, such as on changes to safeguarding procedures. Although this enables the childminder to extend her knowledge and skills, she does not ensure that all safeguarding requirements are embedded in her practice.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder's understanding of what she needs to do when employing assistants is poor. She allows them to have unsupervised contact with children and carry out their personal care routines before they have had the required suitability checks completed by Ofsted. This means children's safety is compromised. Although the childminder and more established assistants have a good understanding of the safeguarding policies and procedures, this is not the case for newer assistants. The childminder has failed to train them to understand how to recognise signs and symptoms of abuse. Consequently, they are not alert to signs that children may be at risk of harm. The childminder does not ensure that assistants have completed required training, such as paediatric first aid, so that they can respond appropriately to any accidents when left in sole charge of children for any period of time.

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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improve understanding of the welfare requirements relating to checking the suitability of assistants, especially with regard to them not having unsupervised access to children until all checks are complete	18/04/2022
improve induction procedures to ensure all assistants are trained to understand the safeguarding policies and procedures at the earliest possible opportunity	18/04/2022
ensure there is always an adult who holds a paediatric first-aid certificate on the premises or on outings, such as journeys to and from school.	18/04/2022

Setting details

Unique reference number	EY417419
Local authority	Central Bedfordshire
Inspection number	10137501
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 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	10 August 2015

Information about this early years setting

The childminder registered in 2010 and lives in Dunstable. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She works with two assistants on a part-time basis. The childminder is registered to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jill Hardaker

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with her and has taken that into account in her evaluation of the childminder.
- The inspector and the childminder looked at the areas of her home that she uses with children and discussed how she operates her practice.
- The inspector observed the childminder and assistants joining in activities with children and discussed the learning that was taking place.
- A sample of documents was looked at by the inspector. These included safeguarding and complaints policies and procedures and children's development records.
- The inspector took into account the views of parents, held meetings with the assistants and discussed the childminder's reflections of her practice with her.

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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