

Childminder report

Inspection date:

13 September 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

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not have a sound understanding of all her statutory requirements with regard to informing Ofsted of significant changes. This means that children's welfare is not assured. Despite this weakness, children show that they are settled and happy with the childminder and her assistants. Children demonstrate positive attitudes and enjoy the challenge of new activities. For example, they name body parts and concentrate as they label these on a drawing. They continue this learning independently outside, competently explaining the body parts as they look at the large picture of themselves on the wall.

Children gain practical skills to use at school. For instance, they put finished drawings in their baskets, ready to take home. Children persevere and learn new skills, such as using scissors safely and competently. They are kind and caring, readily sharing toys, for example. Children gain an understanding of healthy practice. They explain why it is important to use their own hand towel to prevent germs spreading. Children develop physical skills and learn about safety. For instance, they climb the steps to the slide and check it is clear before sliding down. The childminder is sensitive to the possible effects of the COVID-19 national lockdowns. She kept in touch with all families during these times. This helped children to settle quickly on their return.

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

- Following her previous inspection, the childminder has increased her knowledge of the statutory requirements, relating to checking the suitability of assistants. However, she has not developed her understanding of all requirements. At inspection, it was found that the childminder has not notified Ofsted about changes to her personal circumstances over a period of time, so that her continued suitability can be assured.
- The childminder offers assistants effective supervision. Since her last inspection, she has introduced robust induction procedures. These help to ensure that assistants understand the procedures and are clear about their role. Additionally, the childminder's assistants have completed paediatric first-aid training, enabling them to promote children's health in an emergency situation.
- Children make good progress. The childminder knows children well and understands what they can do and what they need to learn next. She offers children a variety of activities that support them in taking the next steps in their learning. The childminder continuously assesses children's progress, using her experience and knowledge to note any potential gaps in their learning and to take action to address these.
- The childminder notes children's interests and uses these well to help build their knowledge and skills. For example, children show an interest in tents, and the

childminder helps them to use different resources to build tents and dens.

Children enjoy sitting in a cosy tent to look at books.

- Children demonstrate a growing love of books. They choose their favourite one and listen intently as an assistant reads to them. They eagerly hold up puppets at the correct time and are excited as they predict the next part of the story.
- The childminder and her assistants speak clearly to children and help them to participate in discussions. Children develop good language skills and use these, for example, as they explain how they found a ladybird in the garden.
- Children gain an appreciation of nature. For example, they make hedgehogs using clay. They use books to find out about hedgehogs, using this information to create a 'hedgehog habitat'. Children find out about the wider world. They talk about recent holiday destinations, thinking about the climate, foods and people they have seen.
- Parents report that their children make good progress with the childminder. They state that children enjoy the 'enriching environment' and are well prepared for school. The childminder supports parents to extend children's learning. For example, she offers ideas and resources for activities to try at home.
- Children enjoy the activities, and the childminder and her assistants generally adapt these well to suit each child. However, they sometimes answer questions for children and solve problems for them rather than encouraging children to do this for themselves to build on their critical-thinking skills.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not fully understand the need to inform Ofsted of all significant events and changes. This means that children's safety is compromised, as Ofsted has insufficient information to judge the childminder's ongoing suitability. However, the childminder has a clear knowledge of the signs that may indicate safeguarding concerns in children's lives. She knows how to report concerns to the appropriate professionals. The childminder ensures that her assistants have an effective understanding of safeguarding, through completing regular training, for example. Additionally, she demonstrate a clear knowledge of wider safeguarding issues, such as the dangers of exposure to extreme views and possible risks associated with use of the internet.

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 a thorough understanding of the requirements to inform Ofsted of significant events and changes.	27/09/2022
---	------------

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

- support children to explore further, developing their critical-thinking and problem-solving skills through play.

Setting details

Unique reference number	EY417419
Local authority	Central Bedfordshire
Inspection number	10238187
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	0 to 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	4 April 2022

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 qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector
Kelly Eyre

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 activities, indoors and outdoors, and assessed the impact these have on children's learning. She talked with the childminder about how the early years provision is organised.
- The childminder and inspector reviewed the morning's play together and discussed what children had been learning.
- The inspector viewed relevant documentation, including the safeguarding procedures and the suitability of household members and assistants. She talked with the childminder about how she supervises her assistants.
- The inspector talked with children and assistants at appropriate times throughout the inspection and considered their views. She also reviewed written feedback from parents.

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 2022