

Childminder report

Inspection date: 31 January 2022

Overall effectiveness

Inadequate

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and well-being are compromised. The childminder has failed to ensure all required checks on adults in the home are complete. However, children benefit from the nurturing and engaging environment that the childminder creates. As a result of this, they settle very quickly and their behaviour is exemplary. From the start of their day, children are eager to independently explore their environment. Through highly effective interactions with the childminder, children excel. She provides them with countless opportunities to be independent and do things for themselves, before offering help where needed. Children prepare their own snacks. They very carefully and safely use knives to cut up strawberries. They also use real woodwork tools skilfully and always under close supervision.

Children are highly motivated and excited to learn. They have a wealth of opportunities to practise new skills and gain knowledge through a range of exciting learning experiences. For example, children are confident to use real hammers to break objects that have been encased in ice. They take delight in learning new words, such as 'melting' and 'slippery', as they explore the ice in the tray. Children are extremely well mannered and demonstrate their exceptional understanding of how to behave sensibly and with kindness. They play together purposefully and show great consideration to their friends and the childminder. Children effortlessly say 'please' and 'thank you' as they share and take turns.

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

- The childminder has failed to notify Ofsted of changes to members of her household. This means that some adults living on the premises have not had all of the required checks completed. This undermines the otherwise safe management of the setting.
- The childminder has an extensive understanding of the curriculum and how children learn. She continually assesses children's learning and interests, and uses this information to plan the next steps that ensure their progress. The childminder gathers relevant information from parents through pre-visit discussions and 'family books'. This provides her with an accurate and highly detailed understanding of what the children need to know and how to support their development from the start.
- The childminder has ambitious expectations of what children can achieve. She expertly plans learning experiences that focus on the essential skills and knowledge they need to progress. For example, the childminder observed that at snack time, children would use two hands to pour milk from the jug. She planned activities that would focus on their physical skills. As a result, children are now confident to pour using one hand.
- The childminder continually strives to develop her professional practice. She

undertakes training that is meaningful and purposeful for the benefit children in her care. For example, the childminder understands the importance of outdoor learning for children. Through specific training, she has developed her own Forest School area. This provides exciting opportunities for children to take managed risks and to engage in challenging experiences that help them develop a range of skills to support their future learning.

- The childminder is swift to identify and support children with special educational needs and/or disabilities. Highly effective partnerships with parents and professionals allow her to plan interventions for children. The childminder works closely with professionals to ensure early support is put in place to help children achieve the best possible progress.
- The childminder has exceptional partnerships with parents. This is clear through the extremely positive praise they have for her. Parents report how exceptionally well informed they are about their children's learning, skills and next steps. They are a part of their children's learning journey from the moment they start with the childminder. Communication between parents and the childminder is excellent. It encourages parents to support children's learning at home and gives children the best possible outcomes.
- Children develop a love of books and reading. The childminder reads stories and songs as part of the daily routine. Children are inspired by the props in the nursery rhyme basket that they use when they sing familiar number rhymes. The childminder's excellent storytelling means children have exceptional opportunities to develop their speaking and listening skills.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a good enough understanding of the suitability checks for adults living on the premises, required to ensure children's safety and well-being. Nevertheless, she confidently describes the possible signs and symptoms of abuse. The childminder knows how to share any child protection concerns with the relevant agencies to help protect children from harm. She keeps her safeguarding knowledge up to date through training. The childminder carefully risk assesses her premises to ensure she has a safe environment.

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
improve knowledge and understanding of what must be notified to Ofsted	01/03/2022

ensure children are not left unsupervised with people whose suitability has not been checked	01/03/2022
provide Ofsted with the necessary information for suitability checks to be completed for all adults living on the premises.	01/03/2022

Setting details

Unique reference number	EY441436
Local authority	Bedford
Inspection number	10137430
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	6
Date of previous inspection	13 March 2014

Information about this early years setting

The childminder registered in 2012 and lives in Kempston, Bedfordshire. She operates Monday to Friday from 7.30am to 5.30pm, during term time only. The childminder holds an appropriate qualification at level 3. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Annette Franklin

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk with the childminder to understand how the early years provision and the curriculum are organised.
- The childminder showed the inspector the areas of her home she uses for childminding. She explained how she will keep children safe in her care.
- The childminder described how she organises her provision, including the learning programmes for children.
- The inspector reviewed a range of documents, including the childminder's qualifications, training and suitability.
- The inspector held discussions with parents and took account of their views.

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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