

Childminder report

Inspection date: 3 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children demonstrate they feel happy and safe in this homely environment. They confidently explore the stimulating activities the childminder provides, both indoors and in the secure garden area. Children form close friendships with one another which the childminder uses to support their learning. For example, children identify numbers in the environment and relate them to the ages of their friends.

Children receive a rich set of experiences which support their understanding and respect of the environment they live in. For example, they go on regular trips to the childminder's farm. Children learn about life cycles in nature by planting trees on the land and collecting eggs from the chickens.

Children enjoy a language-rich environment. They cuddle up to the childminder for stories, which she skilfully introduces into all activities. For example, children recall a recent visit to the zoo. The childminder is swift to suggest that they look in a book for the animals they saw on their trip. She extends their learning further by encouraging them to explore the various noises the animals make.

Children learn about essential hygiene routines from engaging in age-appropriate activities. For example, they are learning about the importance of brushing their teeth regularly. The childminder reads several stories about visits to the dentist which involve their favourite characters. Children explore toothbrushes and other dental instruments and practise using them effectively on model teeth.

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

- Children are encouraged to be independent. The childminder supports them in completing age-appropriate tasks. For example, children tidy up after activities and wash their hands and faces after meals and snacks. This prepares children for the routines of school.
- The childminder supports children's curiosity well. She engages them in activities which are challenging and support their critical thinking. For example, children are playing with various musical instruments. The childminder encourages children to explore how they work and the sounds they make. She allows them plenty of time to investigate independently and asks age-appropriate questions to assess their learning.
- Children display consistently polite behaviour. They help their friends in tasks and take turns well in activities. The childminder is a good role model. She is kind and respectful to children and always demonstrates good manners.
- The childminder has a strong understanding of how children develop. She breaks down their learning into well-sequenced stages. This supports children's growing confidence. Furthermore, the childminder communicates children's learning well

to parents. This allows them to further support children's development at home.

- The childminder builds close relationships with families from the start. She gathers comprehensive information to provide high-quality support for all children, specifically those with complex medical needs. The childminder works closely with families to provide a flexible approach when children first start at the setting. This ensures children settle well in her care.
- Children are developing a good understanding of healthy lifestyles. The childminder provides a choice of healthy snacks and meals throughout the day. Children have access to plenty of opportunities for physical play. For example, they enjoy regular trips to the zoo and local parks.
- The childminder reflects well on her practice. She seeks regular feedback from parents, her co-childminder and other professionals. This enables her to identify areas for improvement and make changes where necessary. This ensures the care she offers continues to meet the needs of all children.
- Parents speak highly of the childminder. They value the flexible care she provides and acknowledge how this supports the whole family. Parents comment on the close bond their children form with the childminder and how this promotes children's well-being.
- The childminder supports children's language development well. She engages them in meaningful conversations during all activities. This supports them in developing a wide and varied vocabulary. For example, children are thoroughly absorbed in exploring various autumnal objects. The childminder encourages them to describe the 'prickly' chestnut shells and the colours of leaves they have collected. Children would benefit if the same high-quality teaching was applied to their mathematical development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of the signs and symptoms that a child could be at risk of abuse. She knows what to do if there is a concern about the welfare of a child and the correct referral process to follow. The childminder has comprehensive policies and procedures which she follows to keep children safe. She completes regular safeguarding and first-aid training to keep her up to date with changes in legislation.

What does the setting need to do to improve?

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

- offer children further opportunities to develop their mathematical skills in activities.

Setting details

Unique reference number	219764
Local authority	Central Bedfordshire
Inspection number	10234351
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	17 November 2016

Information about this early years setting

The childminder registered in 1988 and lives in Eaton Bray. She works with a co-childminder in her own home. The childminder provides care all year round, from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Antonia Campbell

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 provider and has taken that into account in their evaluation of the childminder.
- The inspector considered the views of parents by viewing feedback letters.
- The inspector looked at relevant documents, including evidence of the suitability of all persons living or working at the premises.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and the childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of children.

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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