

Childminder report

Inspection date: 29 September 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 develop secure attachments with this caring childminder. They check in with her for support as they explore toys in the room. Children pretend to cook food and make dinner for the childminder. They talk about different types of fruits and vegetables and discuss which ones they like. The childminder's interactions with them are friendly and supportive, and this helps children to feel safe in her care.

Children share toys and play cooperatively. They climb into cardboard boxes, reminding each other of who has a turn next. Children benefit from the childminder's expectations for their behaviour. Children are polite and use their manners when talking to others. They are confident because of praise that they receive, and delight in hearing it from the childminder.

Children develop understanding of mathematics in their play. They count out toy animals with the childminder and celebrate their achievements when they guess the correct number. Younger children are excited as they look for hidden objects in a box. Children show high levels of energy and curiosity as they play. They eagerly await instructions from the childminder during activities. For example, when playing with toy animals, the childminder names an animal and the children quickly get to work to find it.

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

- The childminder engages children in meaningful conversations that encourage younger children to build on their language. For instance, the childminder uses new words, such as 'teapot' and 'yum yum', as children make her cups of tea during role play. She uses flash cards to support language acquisition. Children point to pictures, and the childminder models the language well and encourages children to repeat the words. However, in some instances, children are not given enough time to respond to questions. As a result, some opportunities for children to use language and to share ideas are missed.
- Children who speak English as an additional language are supported well. The childminder works closely with parents and other professionals to plan and implement targeted interventions to support children to communicate their needs. The childminder celebrates children's abilities to speak more than one language. She encourages children to say words in both English and their home languages, which will support children with their transition to school.
- The childminder encourages children's healthy lifestyles. Children enjoy fresh fruit at snack time. They learn about the importance of a healthy diet through discussions at mealtimes. Occasionally, the childminder does things for the children instead of letting them have a go for themselves. As a result, children

do not have sufficient opportunities to be highly independent.

- Children benefit from learning in the outdoors. The childminder also ensures that children have opportunities to visit their local community and local parks. She focuses on finding activities to enhance children's experiences. For example, children visit the fields and watch the plants changing with the seasons. They talk about tractors as they watch them work in the fields. The childminder considers what children need to learn and how she will help them to develop these skills by offering real-life experiences.
- Parents report that the childminder shares information with them about their children's learning and say that she is 'reliable, honest and trustworthy'. Her partnerships with parents are strong. For example, the childminder supports families to understand how to help their children to develop their communication skills. She promptly signposts parents to professional support, such as speech and language therapists, when needed.
- The childminder has identified the limits that the COVID-19 pandemic may have had on children's social interactions. The childminder encourages children to interact with others within her home. She facilitates cooperative play and encourages children to be kind to one another. Older children care for younger children during play and the childminder reminds them of the rules. Children are encouraged to acknowledge their own feelings and the childminder supports them with this by talking about how they feel and allowing them time to explore their emotions. This encourages children to become self-aware and resilient over time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the safeguarding procedures for her local area. She explains effectively how to identify whether a child is at risk of harm and how to protect children. The childminder has a good knowledge of the 'Prevent' duty and other matters that may put children at risk. She has secure risk assessments and policies in place to keep children safe and encourages children to think about potential risks as they play. She knows the procedure to follow to report an allegation against her or a member of the household.

What does the setting need to do to improve?

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

- give children more opportunities to make choices and develop consistently high levels of independence
- allow children the time to respond to questions that they are asked during play.

Setting details

Unique reference number	219770
Local authority	Central Bedfordshire
Inspection number	10234353
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	2 to 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	1 November 2016

Information about this early years setting

The childminder registered in 1993 and lives in Dunstable, Bedfordshire. She operates all year round from 7.00am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Clarkson

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed the childminder's intentions for children's learning.
- Children spoke with the inspector at appropriate times during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector carried out a joint evaluation of an activity.
- Parents provided written feedback of the setting for the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.

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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