

Childminder report

Inspection date: 12 January 2023

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 form strong bonds with the childminder. The childminder gives children lots of cuddles to comfort them, which helps them to feel safe and secure. Children settle quickly and engage in play, with attentive support from the childminder. This helps build their confidence. Older children speak fondly of the childminder and praise her for never being late when she collects them from school.

The childminder knows children well. She promptly supports their personal needs, such as nappy changes and sleep time. The childminder uses personal care routines to provide an opportunity to develop children's independence. She encourages children to find their drinking cups and wipe their own noses from an early age. Children give themselves a clap when they succeed. They show enjoyment in their achievements.

Children enjoy various books that provide new information and build on their interests. This helps them deepen their knowledge of the world around them. For example, children enjoy reading 'Dear Zoo'. They find animals and attempt to copy the sounds the childminder makes. Children experience walks so they can learn about their local community. They meet other children when they attend toddler groups. This provides opportunities to develop social skills.

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

- Children progress well with their communication and language development. During play, the childminder narrates what is happening and chats with the children. They babble along with her and show an understanding of when it is time to listen and respond. The childminder gives children time to focus on their activities without interruptions or questions. This allows children to process thoughts and supports their learning.
- Many activities incorporate singing. This also contributes to children's language development. Children attempt to join in and copy words. Props and puppets engage children. Number songs introduce early mathematics to younger children. Repetition of the same songs helps children remember the words and actions.
- Children's behaviour is age-appropriate and is well supported by the childminder. She teaches children boundaries to help keep them safe. Young children learn what they can and cannot do. The childminder gives simple explanations and offers comfort when needed. Children understand the routine. They can follow simple instructions, such as 'go and choose a book'.
- The childminder focuses on the skills children need to progress in their learning, such as fine motor development. She uses what children can do now as a starting point and then plans next steps. Planned activities link to children's next

steps and interests. For example, children use tweezers to collect pom-poms. This helps build the muscles they need to hold pencils for mark making.

- The childminder supports children's individual needs. She works closely with parents to provide children with the right care. For example, children with allergies have plans in place to ensure they only eat specific food. Assessment processes help to identify children who need more support. The childminder writes reports for other professionals when required. She knows which professionals she can contact for further support. Consequently, all children, including those with special educational needs and/or disabilities, are supported.
- The childminder builds strong links with the local pre-school. When children transition to pre-school, the childminder takes the children on visits. She attends with them if they need support to settle. This helps children to feel secure in new environments. The childminder regularly shares information with the pre-school staff, ensuring she supports children's needs.
- Written feedback from parents is complimentary. The childminder has built positive relationships with families and knows them well. Parents praise the childminder for her communication skills. They appreciate the regular updates on the activities children have been enjoying. However, the childminder shares less information with parents with regards to how they can further support children's learning at home. This limits the opportunities for children to repeat activities and practise emerging skills.
- The childminder is reflective in her practice. She reviews the toys available and makes changes to reflect the interests of children. The childminder understands the importance of making improvements. However, she has not considered her own professional development in relation to raising the quality of teaching and outcomes for children to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. Children are well supervised in her care and risks are minimised. All children with allergies have care plans in place. The childminder knows the possible signs that may indicate a child is at risk of harm and the process for reporting concerns. The childminder completes relevant training to ensure her knowledge is up to date. She understands a wide range of safeguarding issues, such as county lines. The childminder is confident in her ability to keep children safe from harm.

What does the setting need to do to improve?

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

- consider ways to share information with parents regarding children's learning, in order to develop effective home learning opportunities

- seek professional development opportunities to develop knowledge and improve the quality of teaching to a higher level.

Setting details

Unique reference number	219833
Local authority	Central Bedfordshire
Inspection number	10264321
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	12 June 2017

Information about this early years setting

The childminder registered in 1999 and lives in Henlow. She operates all year round from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jody Taylor

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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views on the setting with the inspector.

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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