

Childminder report

Inspection date:

27 September 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 are happy and settled in the childminder's welcoming and nurturing home. The warm and relaxed atmosphere contributes to the well-being of the children. Children develop a sense of belonging in the childminder's home. Each child has their own towel, embroidered with their name. This helps them to not only understand about good hygiene practice, but also to feel included. The childminder treats all children as individuals. She knows each child's unique needs, interests and strengths. This allows for personalised care and support that promotes their development and well-being. For example, the childminder plans the environment based on the needs and interests of the children attending each day.

Children behave well. The childminder provides them with appropriate support based on their age. For example, she reminds them about the rules that keep them safe. The childminder is familiar with each child's personality and emotional state. This allows her to intervene thoughtfully when a child may feel frustrated or overwhelmed. This skilful co-regulation supports children's emotional development and helps them feel secure and content. The childminder's nurturing environment supports children's well-being, allowing them to approach learning enthusiastically and be ready to absorb knowledge.

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

- The childminder has a clear plan for what she wants children to learn. She focuses her teaching skills on building for children's future success, such as developing their self-help and early writing skills. This ensures children gain the knowledge and abilities they need to succeed. The childminder understands each child's development stage. She plans next steps for each child that build on what they already know and can do.
- The childminder provides a broad curriculum that considers the children's interests and abilities. Children explore new experiences, gain new skills and progress in their learning. They have many opportunities to enhance their physical skills. Children enjoy activities such as basketball, using slides and playing darts. As part of their educational experience, the children learn about the changing seasons. During the summer, they enjoy nature walks to collect berries, which they take home as jam. In the autumn, the children decorate and carve pumpkins. Children experience the world around them and benefit from spending time in nature.
- The childminder assesses children to ensure she knows when a child may need more help. She works with parents and other settings children attend to provide consistent support. The childminder understands the importance of consistency and working with others. This helps all children, including those with special educational needs and/or disabilities, to make progress.

- The childminder uses repetition to enhance children's learning. She ensures they have many opportunities for practice and progressively introduces more challenges as children grow in competence. For example, as children master using large tongs to pick up objects, she introduces smaller ones. Suitable challenges help to support the progress children make in their learning.
- Parents speak highly of the care and education the childminder provides. They praise her support for children's development, explaining their progress. Parents appreciate how children feel part of the family. The positive relationships the childminder develops with parents support children's learning. These relationships enable open communication and ensure consistency in the approach to learning and behaviour, ultimately benefiting children's development.
- The childminder skilfully engages children in activities she has planned for them. She is playful and makes the children laugh. For example, she describes a smell as 'smelly feet'. The children have fun and enjoy the different activities on offer. During activities and games, the childminder introduces number and shape language to support children's mathematical development. For example, she counts the objects the child is sorting and names the shapes.
- The childminder supports children's language development through singing and regular stories. She talks to children as they play and offers clear explanations to help their understanding. The children and childminder engage in back-and-forth conversations. However, the childminder does not always support children to hear new words during play, to extend their vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in keeping children safe from harm. Stairgates and door-locks are used to create a secure environment for children. The childminder communicates openly with parents and maintains meticulous accident and medication records. Regular training, such as first aid and safeguarding, supports the childminder's ability to keep children safe. She understands her responsibilities in reporting concerns of possible abuse and knows the procedures to follow. The childminder manages children's allergy needs by following parents' advice and completing training on administering an adrenaline auto-injector.

What does the setting need to do to improve?

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

- strengthen skills in modelling new language and vocabulary to further support children's communication and language development.

Setting details

Unique reference number	219836
Local authority	Central Bedfordshire
Inspection number	10295289
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	4
Date of previous inspection	8 December 2017

Information about this early years setting

The childminder registered in 2000 and lives in Lower Stondon, Bedfordshire. She operates all year round, from 7am 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

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 childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting.

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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