

Childminder report

Inspection date: 30 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the childminder. They laugh together while they play with their friends and are keen to join in the games and activities the childminder provides for them. Children follow their own interests and choose toys from easily accessible boxes and shelves. They build a tall tower using construction bricks. They compare the height of the tower to the tallest child before knocking the tower down. The childminder introduces the youngest children to words that help establish their awareness of size, while older children work out how to order objects by height. This helps children build on their growing mathematical knowledge.

Children behave well. The childminder's gentle reminders to share and take turns help children to resolve any minor disputes quickly. Children listen carefully to the childminder and happily engage in conversations. When they are tired or upset, children snuggle up with the nurturing childminder and are quickly reassured. This helps children feel secure and safe in the childminder's care.

In the garden, children make use of ride-on toys and negotiate their way around obstacles well. The childminder supervises the children when they take age-appropriate risks to walk along a raised track. This helps children begin to understand how to keep themselves safe while strengthening their coordination and balance.

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

- The childminder maintains good working relationships with staff from other settings that children also attend. She shares information about children's progress with key persons and finds out from them what children have been learning at pre-school, nursery or school. This helps to provide consistent teaching to build on what children know and understand.
- Children enjoy visiting different places with the childminder. For example, they visit local woods, parks and a farm. The childminder carefully considers how and where to provide different experiences for children, helping them learn through memorable and enjoyable outings.
- Children practise and increase their skills for independence enthusiastically. They know why, when and how to wash their hands, helping to develop good hygiene routines from a young age. The childminder encourages children to put on their own coats and shoes. This helps to prepare them for their eventual move to pre-school and school.
- Children welcome the childminder to join their games. For example, she joins them in a game of catch and helps them to decide where to throw their ball. Children pretend to cook food for the childminder to 'eat'. The childminder

supports children's play by asking questions and adding new and exciting words to extend their growing vocabulary. When children struggle to articulate what they want to say, the childminder encourages them to slow down, providing opportunities for them to pause and think about what and how to express their thoughts and feelings. As a result, children build confidence to speak and listen to others.

- The well-qualified childminder is keen to strengthen and expand her already good knowledge and understanding of how children learn and develop. She accesses online training sessions and has discussions with other local childminders. Together, they share new ideas, allowing the childminder to try different ways to help to teach children.
- The childminder works closely with parents. When children first start in her care, the childminder takes detailed information about the children and their families. This helps her plan activities that are tailored to children's needs and interests right from the start. Daily routines, such as sleep times, are planned to provide consistency with home. The childminder sends regular updates and photos to parents through a secure online application, which parents can also use to share news from home. This contributes to the good relationships the childminder maintains with parents.
- The childminder has a good knowledge about the areas of learning and development that children experience in their early years. However, at times the childminder does not add sufficient challenge during children's self-chosen play and activities to help maximise their learning across the curriculum.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of what to do if she has any concerns about children's well-being, including risks associated with extremist views. The childminder regularly refreshes her safeguarding knowledge through training and ensures that the contact telephone numbers she has are updated when necessary. This helps to ensure that any identification of a risk of harm to children is swiftly reported to the correct person or department. The childminder follows her robust procedures to help ensure that children are only collected by suitable adults who have permission to do so.

What does the setting need to do to improve?

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

- add even more challenge to children's self-chosen activities that focus precisely on what they need to know and understand next.

Setting details

Unique reference number	2505157
Local authority	Central Bedfordshire
Inspection number	10207747
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Flitwick. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Katrina Rodden

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 childminder and has taken that into account in her evaluation of the provider.
- The childminder described her curriculum and daily routines to the inspector.
- The inspector observed activities in the childminder's house and garden. She spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector viewed relevant documents, such as evidence of the suitability of the childminder and other household members, and qualification certificates.
- The childminder shared emails sent by parents with the inspector. Their views were taken into consideration.

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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