

Childminder report

Inspection date: 30 March 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 are safe, happy and confident in the childminder's home. They are happy to go to the childminder for reassurance and comfort throughout the day. Children independently select resources and explore their play space, safe in the knowledge the childminder is close by. Children behave well and show kindness and consideration for their friends. They actively seek each other out to play and enjoy completing activities together. This supports children to develop healthy friendships. The childminder has a very calm manner, which creates a relaxed atmosphere for children.

Children concentrate at activities for long periods. The childminder introduces planned themes into the children's day. For example, they explore the story about a hungry caterpillar. Children make play dough caterpillars, painted butterflies and explore a story sack. These activities help to promote children's interest and curiosity in the world around them. Children bring some snails into the cabin, which they have found in the garden. They take turns looking at the snails and making sure that they are ok. The childminder talks to the children about what the snails are eating. This helps children to learn about caring for things.

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

- The childminder supports children's language development throughout the day. The children and the childminder sing songs together. Props and actions are used to support those children with limited language. Children become excited as they get a chance to choose the next song. The childminder models good language skills and repeats words back correctly to the children as they are playing. This helps to actively promote language development. However, the childminder does not always introduce a wider vocabulary for the most able children.
- The childminder is very aware of the impact the COVID-19 pandemic has had on children's development, particularly their social skills. By attending groups in the local area, children can play with other children and adults. All children are making progress in their social development. Within the setting, children's work is displayed at a level they can see. This helps to give children a sense of belonging.
- Children enjoy visiting a wide range of parks and outdoor spaces, which helps to support healthy lifestyles. The childminder ensures that children have use of the outdoor environment each day and encourages them to make choices about where they would like to go. Children take age-appropriate risks while in the park, as they have fun using the climbing walls and zip wires. This helps to support children's confidence. The childminder provides children with most meals and snacks. This ensures that they have access to a wide range of healthy meals.

- The childminder regularly talks about numbers and counting with children. During a story session about the hungry caterpillar, the children count the number of fruits on the pages and then try and find the matching number of fruits on the spoons. This helps children to become familiar with numbers. However, there are occasions when the childminder could introduce other mathematical language, such as shape, space and measurements.
- The childminder has good knowledge of child development. She has a very good understanding about the abilities and needs of the children in her care and what their next steps for learning are. The childminder is successful at identifying where there are gaps in a child's learning. She talks to parents as soon as possible and makes contact with local advisers to ensure that early help is in place. This helps to ensure that all children make good progress.
- Working with parents is central to the childminder's ethos. As part of recent feedback from parents, the childminder was able to recognise areas for development and make changes to her communication systems to ensure these are more effective for parents. Parents state that their children make good progress while they are with the childminder, and they appreciate all the communication and support they receive.

Safeguarding

The arrangements for safeguarding are effective.

Children are safe and secure with the childminder. The childminder carries out regular risk assessments to ensure that any potential hazards in her home are minimised and her premises are kept secure. She has a good knowledge and understanding of the signs and symptoms of abuse. Procedures are in place to make sure that if a referral needs to be made to the local safeguarding hub, this is completed without delay. The childminder ensures the ongoing suitability of everyone in her household. She is aware of how to manage any allegations against a member of her family or herself.

What does the setting need to do to improve?

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

- plan professional development opportunities more precisely to continue to raise the quality of teaching and learning.

Setting details

Unique reference number	2521785
Local authority	Central Bedfordshire
Inspection number	10208096
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 2
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 Shefford. She operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Smith

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 the evaluation of the setting.
- The childminder and the inspector had a learning walk together of all the areas of the setting and discussed the curriculum and what the childminder wants children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector looked at information from the parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder and all persons aged over 16 years living in the household.

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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