

Childminder report

Inspection date: 31 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 enthusiastically take part in activities which they have selected independently. They are confident in the environment and are happy to leave the childminder to explore resources in other parts of the setting. Children show that they feel settled and safe as they make choices about the toys and resources they want to use in their play. The childminder is nurturing, calm and thoughtful, and children seek her out for comfort. Children behave well and have a good understanding of the expectations set by the childminder. She offers praise consistently to children and they take pride in showing her their achievements. This helps to build their self-esteem and confidence. Children talk about and express their emotions. Where children speak English as an additional language (EAL), the childminder shares books about kindness to begin to introduce emotive words into their vocabulary.

The childminder supports children to achieve well. For instance, she helps them to develop their early writing skills. Children use cornflour to create big movements with their arms as they move it around the tray. Later, they use their fingers to make different shapes, including letters and numbers. The childminder explains the activity to the children and offers ideas on different marks to make.

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

- The childminder promotes children's communication and language well. She is knowledgeable about supporting children with EAL. The childminder talks to children and uses appropriate words and questioning to suit their individual learning levels. This helps to support children's language development. In addition, the childminder further promotes children's language and understanding as she narrates what is happening during activities.
- The childminder encourages children to develop a love of books and they are confident to select books to read independently. Children enjoy talking about the pictures on the cover and thinking about what the book may be about. They enjoy listening to the story as the childminder uses different speech tones and facial expressions to make the story come alive.
- Children direct their learning independently and enjoy making choices. The childminder carefully observes their progress to identify achievements or gaps in their learning. She follows the children's interests and makes toys and resources available to support these. However, the childminder does not consistently plan activities that engage children for long periods of time.
- The childminder introduces a wide variety of mathematical concepts into children's daily learning. Children talk about the weight of ingredients as they measure them to make play dough. The childminder encourages them to count everyday objects as they play. While looking at books, the children point at

numbers and begin to make links between the written number and the pictorial symbols they can see.

- Children's physical development is promoted well. They learn to ride bikes and scooters, developing increasing control over these wheeled toys. Out in the wider community, children enjoy visiting a range of play parks. The childminder provides healthy meals and snacks, talking with children in order to promote healthy lifestyles. She discusses oral health and engages with children through a range of activities. This helps to support children to understand the importance of looking after their teeth.
- The childminder understands the impact that the COVID-19 pandemic has had on children's social development. She encourages them to play alongside each other and helps them to develop skills, such as taking turns and sharing. The childminder makes good use of groups in the local community. This encourages children to socialise with other adults and children, helping to prepare them for the future.
- Parents are very appreciative of the care the childminder provides. They comment on how their children enjoy coming to her setting, and are pleased with the progress their children are making. Parents like the daily communication they receive and appreciate any offers of support. They say they can see the improvement in their children's confidence and social skills.
- The childminder understands that training is key to ensuring her teaching and learning remain at a high level. She completes regular training and uses this to enhance her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms of abuse and knows the process for reporting any concerns she may have. She actively seeks to develop her knowledge of safeguarding and completes regular training to ensure her knowledge is kept up to date. The childminder ensures the ongoing suitability of all adults in her household and understands the process for reporting any allegations. She completes regular risk assessments to ensure the children are kept safe in her care.

What does the setting need to do to improve?

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

- build on existing good teaching to ensure children are supported to develop concentration and engage at activities for longer periods of time, to fully extend their learning.

Setting details

Unique reference number	2530848
Local authority	Central Bedfordshire
Inspection number	10208456
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	4
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 Sandy, Bedfordshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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 evaluations of the setting.
- The childminder and the inspector completed 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 this was having 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 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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