

Childminder report

Inspection date: 25 May 2023

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 have a positive and happy time with the childminder. She provides a home-from-home environment, where children settle quickly. The childminder gets to know children well from the start. This helps her to assess and plan for children's interests and developmental needs. Children form secure attachments with the childminder. They seek her out for reassurance and include her in their play. She responds swiftly to their verbal and non-verbal cues and this promotes their confidence. For example, when children share their own drinking water with toy dolls, the childminder provides them with baby bottles to extend their learning. The childminder encourages children to think about the drinks babies might enjoy. Children's ideas are supported and they feel valued.

Children have many opportunities to develop their communication and language skills. The childminder continuously engages in conversations and narrates children's play. As they explore with coloured paint sticks, she talks to them about the colours they use and the marks they make. At snack time, she introduces new words, such as 'juicy' to describe the fruit. Children then copy these newly learned words as they explore what they are eating. This supports children's developing vocabulary.

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

- The childminder plans a meaningful curriculum, based on children's ongoing learning needs. As a result, all children make good progress. She has a clear focus on developing children's communication and language skills. Young children experience a variety of sensory activities and the childminder encourages discussions about the marks they make. As children share their ideas, the childminder repeats back what they have said, modelling the correct pronunciation.
- The childminder works closely with parents to establish children's starting points. She quickly gets to know children's routines, likes and dislikes and provides experiences that spark their interest. Parents comment that their children have settled quickly and have made 'good progress' since starting. There is a two-way flow of information between home and the setting. Children benefit from this shared approach, which helps them to be successful. For example, parents share their children's new interest in trains, and the childminder provides books and a train track for them to explore. Children learn how to join the track together, developing perseverance and problem-solving skills. However, the childminder has not established links with other settings children attend to help her provide greater consistency in the children's care and learning.
- The childminder plans purposeful outings. Children go to local parks to practise their physical skills and attend activity mornings at the library. The childminder

meets up with other childminders regularly. This supports children's social skills and gives them opportunities to interact with a wider circle of children.

- Overall, the childminder supports children's health well. She ensures that children are provided with healthy lunch boxes and have regular access to fresh air and exercise. However, the childminder does not always support children to follow good hygiene routines. She does not consistently ensure that children wash their hands before eating food or explain the importance of this to them.
- The childminder attends statutory training, such as first aid. She has recently completed a course to further her knowledge on oral health and uses well-known television characters to teach children about how to care for their teeth. However, the childminder does not fully reflect on her practice to identify areas for professional development to promote even better outcomes for children who attend.
- Children show good fine motor skills as they tip and pour coloured rice. They learn to take turns to use the equipment and the childminder handles minor disagreements in a positive manner. Children hear mathematical language woven into their play. The childminder talks about the size of the vessels in the rice and encourages children to 'fill the pots to the top'. Children remain engaged for extended periods of time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She recognises the signs and symptoms that may indicate a child is at risk of abuse and knows the procedures to follow should she have concerns about a child's welfare. The childminder knows the risks children might encounter, such as exposure to extreme views. She knows what to do should an allegation be made about her. The childminder is aware of good safe sleep practice and ensures that children are regularly checked when sleeping.

What does the setting need to do to improve?

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

- take steps to build strong links with all early years settings that children attend, to promote effective continuity of support for children's care and learning
- improve hygiene routines for children, such as ensuring that all children wash their hands before meals
- strengthen procedures for self-evaluation even further to identify areas for professional development and promote even better outcomes for all children.

Setting details

Unique reference number	2581434
Local authority	Central Bedfordshire
Inspection number	10285862
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Flitwick. 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

Carly Parkinson

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 her and has taken that into account in their evaluation of the provision.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector took account of the views of parents.
- The childminder provided the inspector with a sample of key documentation on request.

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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