

# Childminder report

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Inspection date: 28 October 2022

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder provides a comfortable and inviting environment in which children explore freely. Children are motivated to learn. They are curious and investigate the toys available in a variety of different ways. Children are independent and have opportunities to make their own decisions about what they would like to play with. They use their imaginations as they use the menu cards in the home corner. They practise using chop sticks to pick up the play food, which helps to develop their hand-to-eye coordination. Children are acquiring the skills they need for future learning.

Children develop their language skills by singing rhymes and reading stories. The childminder focuses heavily on extending children's language, providing a selection of books, along with opportunities for them to take part in action rhymes. Children form good relationships with the childminder. She is nurturing and supportive, promoting children's well-being. Children are comfortable interacting with the childminder. They follow good hygiene procedures. For example, they know to wash their hands before eating and after they have played in the garden. Children are learning to be independent through tasks such as, helping to tidy away their toys, selecting their fruit and pouring their water at snack time. They practise putting on their own shoes and coats and fastening their zips.

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

- Children have access to the garden where they have a number of resources to choose from. They play on the climbing frame and swings. Children learn to balance on scooters and bikes, building their coordination and core strength.
- The childminder understands how young children learn. She carries out regular checks on their development and discusses their progress with their parents. Parents are very complimentary in their praise of the childminder for the care and learning their children receive. Parents say that the childminder, 'supports their individual children' and that they are, 'pleased with their children's progress'.
- Children make good progress from their starting points. The childminder works closely with parents to settle in new children and establish what they already know, to develop their learning further.
- The childminder follows the children's interests when planning the activities. For example, she provides the children with trucks and diggers to use with the building bricks. They scoop up the blocks saying, 'beep, beep' as it reverses.
- Children develop their language skills. They respond positively to the childminder as they listen to familiar stories and rhymes. Children interact with the story and predict what will happen next.
- The childminder introduces the children to mathematical concepts. She sings

number rhymes and encourages the children to count the ducks. The childminder introduces colour recognition by asking the children to match toys to a coloured square. However, some adult-led activities are not highly effective at meeting the learning needs of all the children, resulting in them becoming distracted and disengaged.

- Children behave well and are learning to manage their emotions. They are engaged in their learning and are respectful. Children say, 'please' and 'thank you' and are aware of the childminder's expectations. However, there are occasions when children become upset or frustrated when they need to take turns or wait for their favourite toy. The childminder does not always discuss these emotions and feelings so that children learn how to manage them appropriately.
- Children have various opportunities to explore the wider community. The childminder takes them on regular outings, including visits to the zoo, woods and local parks. They learn about nature and the world around them.
- The childminder regularly reflects on her provision, recognising how she can improve her practice. She completes regular training to keep up to date with changes in legislation. She works closely with other childminders, sharing ideas and seeking advice.
- The childminder promotes healthy eating. Children are learning which foods are good for them, and those which are not. The childminder has a good understanding of children's allergies and preferences, and this helps to promote their health and well-being.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of her responsibility to safeguard children. She completes regular training to ensure that her knowledge is up to date. The childminder recognises the possible signs of abuse and neglect. She is aware of wider safeguarding issues, such as the risk of exposure to extreme views and behaviour. The childminder has policies in place to follow should she need to raise concerns regarding children's welfare to other agencies. She understands how to deal with allegations against herself or a member of her household.

## What does the setting need to do to improve?

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

- develop a sharper focus on planning to ensure the needs and developmental stages of all children are supported, so that they remain highly engaged and focused in their learning
- support children to understand their feelings and emotions and help them to display them in an appropriate way.

## Setting details

|                                                    |                                                     |
|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | 2581447                                             |
| <b>Local authority</b>                             | Central Bedfordshire                                |
| <b>Inspection number</b>                           | 10251018                                            |
| <b>Type of provision</b>                           | Childminder                                         |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Childminder                                         |
| <b>Age range of children at time of inspection</b> | 0 to 2                                              |
| <b>Total number of places</b>                      | 6                                                   |
| <b>Number of children on roll</b>                  | 3                                                   |
| <b>Date of previous inspection</b>                 | Not applicable                                      |

## Information about this early years setting

The childminder registered in 2020 and lives in Dunstable. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

**Inspector**  
Hilda Miller

## Inspection activities

- This was the first routine inspection the childminder has 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 provider.
- The inspector had a tour of the areas of the premises used for childminding.
- The inspector observed the childminder interacting with children. She held discussions with the childminder regarding what she wants children to learn.
- The childminder shared a sample of documents with the inspector. This included evidence about training and the suitability of those living on the premises.
- The inspector took account of the views of parents from the feedback provided.

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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