

Childminder report

Inspection date: 25 October 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 happy and confident. They welcome visitors into the childminder's home and are proud to introduce themselves and their friends. They excitedly show off their environment, toys and activities. Children concentrate as they learn problem solving skills, while completing a maze in a puzzle book. Younger children explore by playing with the toy animals, babbling and practising making sounds. This supports their communication and language development.

Children are helpful and complete tasks without prompting. For example, they tidy up after they complete each activity. Children know the routine and what they will be doing next. They are respectful of each other, and older children take care around the younger ones. Children learn to make good choices and they discuss the impact that their behaviour can have on others. They are learning to manage their own risks, building skills for future learning.

Children are independent. They put on their own boots and coats, complete self-care activities and follow good hygiene procedures. They wash their hands after they have been in the garden and before lunch.

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

- Children listen intently when singing. They take turns to sing the next verse of the song. They learn that words rhyme. For example, the childminder says, 'the clock strikes 4' and children respond, 'bangs the door'. They read books and learn that some animals sleep in the day and are awake at night. The childminder explains that these animals are nocturnal. She checks children's understanding, offering alternative words to embed this new knowledge. This further develops their language.
- Children have various opportunities to explore the wider community. The childminder takes them on regular outings, including visits to museums, the woods, and local parks. They learn about nature and the world around them.
- Children enjoy playing in the garden. They have a wide range of activities to choose from. For example, children enjoy making their own snow. They collect their own water and slowly and skilfully add the water to the powder, watching the mixture change consistency until they are happy. They then scoop up the snow spreading it around the garden, to create a wintery scene.
- Younger children explore the water and use their hands to splash. They laugh with excitement as the water sprays them. The childminder adds toy whales and fish to the water to extend their learning further. However, the childminder does not always plan appropriately for transitions, for example, between indoor and outdoor play, which results in children waiting for periods of time.
- 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 to legislation. She speaks to parents to obtain their feedback and implements any necessary changes.

- The childminder makes the most of every opportunity to build on children's learning. For instance, to introduce children to mathematics she sings number rhymes when carrying out care routines. The childminder holds up her fingers for each number and the children count and repeat the number back.
- Parents are happy with the care the childminder provides. They find her to be kind and compassionate. They receive regular updates about their children's learning and what they have done during the day. The childminder supports parents to enable them to continue to build on their children's learning at home.
- The childminder places great importance on operating an inclusive setting. She knows each child's family background and adapts activities, so that all children can feel involved. Children recognise that the childminder values them. She skilfully prepares the children for school. She is aware of each child's individual needs and adapts the curriculum to meet them. She supports their social and emotional skills and language development. She provides opportunities for them to practise mark making, as they complete simple word searches and puzzles. Giving them the skills for future learning.
- The childminder promotes healthy eating. She provides children with a balanced and nutritious diet. Children are learning which foods are good for them and 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 firm 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:

- improve the preparation and planning of activities to minimise the amount of time children need to wait between transitions.

Setting details

Unique reference number	2589066
Local authority	Central Bedfordshire
Inspection number	10251178
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 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

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

Information about this inspection

Inspector
Hilda Miller

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 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 views of parents were gathered by the inspector. The inspector considered their opinions.

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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