

Childminder report

Inspection date: 16 November 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 confidently explore the wealth of age-appropriate resources and learning opportunities in this vibrant setting. The childminder and her co-childminder work hard to create a warm environment, where children feel safe and secure. Children develop close relationships with adults and each other. They cuddle up to their childminder when tired, and delight at dancing and singing songs together.

Children are developing skills to support their emerging independence and prepare them for their next stage of learning. The childminder encourages children to complete age-appropriate tasks with minimal support. For example, children wipe their hands and faces after meals and snacks. The childminder creates an environment that enables children to be independent. Children are allocated storage hooks where they hang up their coats and bags on arrival. They are encouraged to self-select additional resources in the well-organised play areas, understanding the need to tidy away once finished.

Children are highly sociable and confident. They engage well with visitors, chatting excitedly about the activities they enjoy, and inviting them into their play. The childminder encourages these behaviours by offering children lots of praise for their efforts and achievements and creating numerous opportunities for children to develop their social skills. For example, children regularly attend music and dance sessions and enjoy meeting up with their friends at various activity groups.

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

- The childminder places sharp focus on supporting children's emotional well-being in age-appropriate ways. She provides opportunities for older children to relax after school, understanding that they may need time to unwind before joining in activities. Younger children explore their emotions using mirrors. They discuss the various facial expressions they create, and the different emotions they relate to.
- Parents are complimentary about the childminder and the care she offers. They comment on the vast variety of exciting learning experiences their children receive. They understand how this supports children to make good progress. Parents deeply appreciate the additional support and care the childminder offers to both children and families.
- The childminder demonstrates good knowledge of the children in her care. She communicates well with parents to gather detailed information about children's early experiences. She uses this information to inform her planning. For example, children are learning to take turns and cooperate with others in group activities and during structured play sessions outside of the setting. The childminder completes additional training and communicates well with other

professionals to meet the individual needs of children in her care.

- Children generally behave well in the setting. They are polite and follow instructions well. The childminder encourages these positive behaviours with lots of praise and enthusiasm. She has a consistent approach to supporting children's understanding of why certain behaviours are inappropriate and the effects their actions may have on others.
- Children are cared for in a safe and secure environment. The childminder and co-childminder complete regular risk assessments of all areas of the setting and when on trips out. The childminder supervises children well during play, supporting them to identify how certain behaviours can be hazardous to themselves and others.
- Children enjoy helping in the preparation of a variety of healthy snacks. They sit together around the table and are well supervised by the childminder and her co-childminder. This supports children's understanding of healthy eating and appropriate routines.
- The childminder adopts a curriculum based upon what children know and can already do. She adapts and extends activities well to meet the specific learning needs of all children in her care. For example, babies delight at the marks they make using paint pens and stickers in a craft activity. Older children are encouraged to count the stickers they use and identify their different colours. However, the childminder does not consistently demonstrate these same skills when supporting children's language development. On occasion, she misses opportunities to role model new vocabulary and enhance children's understanding of the language they use.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of the signs and symptoms which could indicate a child is at risk of abuse. She demonstrates robust knowledge of the correct processes to follow when raising concerns. This includes the reporting of allegations regarding herself and other adults in the setting. The childminder completes regular first aid and safeguarding training to ensure her knowledge remains up to date.

What does the setting need to do to improve?

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

- enhance children's language development by consistently providing opportunities for children to develop new vocabulary and gather a deeper understanding of the English language.

Setting details

Unique reference number	2594523
Local authority	Central Bedfordshire
Inspection number	10262926
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	1 to 11
Total number of places	11
Number of children on roll	22
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and works from her co-childminder's home in Toddington, Dunstable. She works all year round except for bank holidays and family holidays. The setting operates Monday to Wednesday from 7.30am to 5.30pm, Thursday from 7.30am to 5pm and Fridays from 7.30am to 4.30pm. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Antonia Campbell

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 childminder.
- The inspector looked at relevant documents, including evidence of the suitability of all persons living at the premises.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023