

Childminder report

Inspection date: 9 December 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 settle well and are relaxed in the childminder's care. They have positive relationships with each other and happily play and share toys with one another. The children show confidence as they choose what they want to play with from a range of resources and toys that the childminder has selected for them based on their interests and her observations of them. Children are engaged in creating Christmas-themed pictures using the childminder's example picture as a guide. They practise their fine motor skills by using small tools to spread glue and learn mathematical concepts, such as space and positioning, when they discuss where to place the hat, body and face on the paper. The children are proud of their achievements when the childminder tells them how well they have done, and they look forward to taking their pictures home to show their families. This gives them a sense of pride and supports their self-esteem.

Children know the routines of the day, which helps them to feel secure and promotes positive behaviour. For example, children know that they sit at the low table and chairs for snack time and that their hands need to be clean before eating. As a result, children learn the importance of good hygiene and self-care skills, which supports their developing independence. Children learn about road safety and how to keep themselves safe through regular discussions with the childminder and encouragement to stay close by or hold onto the buggy when walking to other places.

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

- The childminder provides a curriculum that is based on children's current interests. She ensures the children can access an interesting range of toys and resources that are age-appropriate. The childminder observes children regularly and keeps an eye on their development. However, she does not ensure her planning for children's next steps in learning is focused enough to help them reach their full potential. Further to this, the childminder does not fully understand the intent behind some of the activities that she provides and what the children are learning from them.
- Children are supported well with their mathematical skills and language. For example, children have numerous opportunities throughout the day to practise their understanding of numbers. They count out building blocks and construction pieces to make a tower or a house, and they play with attractive wooden numbers as they learn how to put them into the correct order. The children and childminder discuss the items further by looking at whether they are big or small, and they talk about what they could be used for, such as a roof or door.
- The childminder is positive and friendly and has a good awareness of children's individual needs. She ensures children are provided with regular opportunities

for imaginative and creative play and can extend their learning through interesting and meaningful discussions. However, the childminder does not consistently adapt activities to ensure learning is inclusive and challenging for all children.

- Children develop a good awareness and appreciation of diversity. This includes the celebration of different cultures and national holidays through a range of activities and discussions. For example, children create traditional lamps to celebrate Diwali. They engage in national 'nursery rhyme week' by singing different nursery rhymes each day and then creating a craft to match this afterwards to consolidate their learning.
- The childminder promotes the children's physical development and helps them to understand the wider world. She takes children on regular nature walks, to play parks and on trips to a local pond where they enjoy looking at the birds. Children also attend playgroups and go to soft-play centres. All of these experiences help children to learn about their local community as well as the natural environment.
- Feedback from parents is positive. The childminder establishes good relationships with parents. She provides them with regular updates about children's daily experiences and routines. The childminder offers ideas about how parents can support their children at home to actively help them with their learning in the setting. Parents make reference to how settled their children are and their happiness with the care they receive.
- The childminder helps children to learn about leading a healthy lifestyle. For instance, they learn about healthy foods and they play outside daily. This enables children to develop a good understanding of how to take care of their bodies.
- The childminder has attended relevant training to support her professional development and is able to identify new training ideas to further this. She is aware of areas that need improvement and seeks support and advice from other professionals to aid in further developing her knowledge in important areas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of how to keep children safe and who to report any concerns to. She shows a good awareness of her safeguarding responsibilities to the children and is aware of the possible signs that may indicate that children are being abused or neglected. She knows the procedures to follow to protect them in an appropriate and timely manner. The childminder attends training to keep her knowledge of safeguarding up to date, and she is vigilant to possible indicators that a child or family may be at risk of being drawn into extremist behaviours or radicalisation.

What does the setting need to do to improve?

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

- increase knowledge and understanding about the intent behind activities, what children are learning from these and how they meet children's individual next steps in learning so that they reach their full potential
- ensure learning opportunities and planned activities are inclusive and challenging for all children.

Setting details

Unique reference number	2600282
Local authority	Central Bedfordshire
Inspection number	10263010
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	9
Date of previous inspection	Not applicable

Information about this early years setting

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

Information about this inspection

Inspector
Aimee Dillard

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 provider and has taken that into account in their evaluation of the provider.
- The inspector had a learning discussion with the childminder. This enabled the childminder to discuss how her curriculum and setting are organised for children's learning.
- The inspector took account of the views of parents from written feedback.
- The inspector observed children at play and assessed the impact of the curriculum on their learning.
- The inspector viewed the areas of the premises that are used for childminding.
- The childminder and the inspector carried out a joint observation and evaluated this together.
- The inspector interacted with the children at appropriate times during the inspection and observed their interactions with the childminder.
- The childminder shared a sample of documents with the inspector. This included evidence of training, evidence of paediatric first-aid training and the suitability of household members.

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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