

Childminder report

Inspection date: 15 December 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are very happy and settled in the childminder's care. The childminder is warm, caring and attentive to children's needs, which helps them to feel safe and secure. Children say, 'I love you' to the childminder and thoroughly enjoy her interactions in their play.

Children are incredibly curious and inquisitive. They explore balls of wrapping ribbon, shaking them to explore the sound they make when they unravel and become tangled. Children are encouraged to develop their critical thinking. They work out how to position themselves in their play so that the bright sunlight does not shine in their eyes. Children are eager to learn and persevere to build on their hand-eye coordination. They use a toy fishing rod and concentrate to catch magnetic fish that rotate on a base. Children behave well in the childminder's care. They learn to adapt their behaviour and express their feelings calmly. Children benefit from many outings in the community with the childminder that help them to develop a strong understanding of the wider world. They learn about different occupations as they walk to the local market and shops to buy ingredients for their baking activities. They also experience traveling on a bus and visit a local attraction where they learn about vintage aircraft and vehicles.

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

- The childminder is enthusiastic and truly enjoys her role. She places a high priority on her professional development, to continue to build on her knowledge and skills. Training is targeted according to the needs of the children in her care.
- The childminder has effective systems in place to support children with special educational needs and/or disabilities to make good progress. The childminder understands the procedures for accessing further support from other agencies.
- The childminder knows the children she cares for well. She implements a well-thought out and progressive education programme. The childminder uses information gained from parents and her own observations of children's play to identify what they need to learn next. This helps children to make good progress and they are prepared for their future learning. However, during some planned adult-led activities, the childminder does not fully consider how she can adjust her teaching to precisely match the learning needs of children who are at different stages in their development. This means that some children are not able to fully participate because activities are too challenging.
- The childminder is a positive role model. She provides children with gentle reminders to use good manners and calmly manages any minor disagreements that children have about sharing resources. Children show that they understand the childminder's high expectations as they help to tidy up what they have been playing with, before choosing another activity.

- The childminder encourages children to be independent. She is close by to offer support and encouragement when needed. Children concentrate as they successfully manage to take off and put on their outdoor shoes. They show a strong sense of self-esteem and are proud of their achievements. Children celebrate by cheering and clapping with the childminder. They enjoy regular fresh air and active play. Children assess their own risks during visits to local parks and build strength and stamina during long woodland walks.
- Partnerships with parents are strong. Parents commend the childminder for her positive contribution to their children's development. She offers a wealth of guidance and support to help parents to extend children's learning at home. Parents describe the childminder as 'kind' and 'welcoming'. However, the childminder is not as successful in developing working partnerships with staff at all other settings that children attend. This means that some children who attend other settings lack consistency in their learning.
- The childminder places a strong emphasis on promoting children's literacy and communication skills. She immediately captures children's attention as she reads them their chosen stories. Children are eager to predict what will happen. The childminder introduces children to new words, such as 'extravaganza' and provides clear explanations of it's meaning. She skilfully links the contents of stories to children's previous experiences. This motivates children to practise their vocabulary to recall information.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding children and is aware of broader safeguarding issues, such as female genital mutilation and county lines. She demonstrates a strong understanding of the signs that may indicate that a child's welfare is at risk. She updates her knowledge continually to ensure that she has the information she needs to remain vigilant and to take appropriate action in the event of a concern. The childminder keeps the children in her care safe and regularly assesses her provision for any potential hazards. She provides children with clear messages about how to keep safe. Robust procedures are in place to protect children when on outings with the childminder.

What does the setting need to do to improve?

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

- adapt planned activities more precisely to match the learning needs of individual children
- develop partnerships with staff at all other settings that children attend to promote continuity in children's learning and development.

Setting details

Unique reference number	2606368
Local authority	Central Bedfordshire
Inspection number	10263605
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	2 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Biggleswade. She operates from 9am until 4pm on Monday and from 7.30am until 5.30pm, Tuesday to Friday, all year round, except for bank holidays and family holidays. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Lorraine Pike

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 her evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection. She looked at relevant documentation, such as the childminder's first-aid qualification and permission for administering medication.
- The inspector spoke to children during the inspection and took account of the views of parents through written 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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