

Childminder report

Inspection date: 20 April 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 appear to be happy and safe in the childminder's home. Children seek to share experiences with the childminder as they play. The childminder delivers her curriculum well to ensure that children of all ages make good progress. She plans activities based on children's individual interests and uses what she knows about children to build on their knowledge. For example, babies pull themselves up and walk around with pretend food trolleys while the childminder names pretend-food pieces. Older children pretend to cook in a role-play kitchen, talking about the things that they enjoy eating for their dinner with her.

Children behave well. The childminder models good behaviour and uses positive reinforcement to encourage children to make good choices. Children are polite and say 'please' and 'thank you' to each other as they play. Babies are interested in the play of older children, and older children are happy to include them in what they are doing. Children are encouraged to think critically and solve problems. For example, babies try to post shapes into a sorter. The childminder encourages them to try for themselves before she demonstrates how to do it. She praises them as they rotate it until it eventually goes in.

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

- The childminder uses good opportunities to teach children language skills. She models keywords to babies as they play. She takes time to listen to what toddlers say and encourages them to repeat themselves when it is unclear. The childminder ensures that children have time to respond to questions asked. Older children learn new words such as 'soap dispenser', and the childminder encourages them to repeat it after she has said it clearly. As a result, children make good progress with their speech.
- Children have opportunities to learn about the world around them. Children enjoy attending a local playgroup, visiting the park and the local zoo. This helps children to develop social skills and improves their confidence in larger groups, subsequently preparing them for the transition to school and developing their confidence.
- The childminder teaches children how to be independent. Children from a young age are encouraged to wipe their own faces after their snack and are taught to put their shoes and coats on by themselves. As a result, younger children develop new skills and older children do this with ease as learning is embedded.
- Children are taught new things during their day. The childminder teaches them how to use an automatic soap dispenser and teaches the word 'automatic' to children. However, at times the childminder misses opportunities to build on children's mathematical knowledge during play. As a result, children do not have a wide range of opportunities to learn mathematical concepts and increase their

knowledge.

- The childminder has identified where children attend more than one setting. However, the childminder has yet to form secure links with other early years settings to share information about children's learning. As a result, there is a lack of consistency when working together to support children's interests and development.
- Children are taught about choosing healthy foods during snack time. The childminder provides healthy snacks for them to choose from and encourages them to try new things. She takes children on visits to her allotment where they learn about how vegetables grow. Furthermore, she works closely with parents to ensure that children benefit from healthy meals at home. As a result, children and families are supported to lead a healthy lifestyle.
- The childminder communicates well with parents and families. She adapts her means of communication to the needs of the family to ensure that relevant information is shared. Parents commend the childminder for her effective communication and for the progress that their children make. Parents state that their children 'feel comfortable' with the childminder in her 'home-from-home environment'. The childminder ensures that she gets to know children and families well from when they start so that she can support them based on their individual needs.
- The childminder understands her strengths and weaknesses and is currently undertaking courses online to further her knowledge of the early years. She constantly refreshes her knowledge so she can make improvements to her practice and raise outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder takes steps to ensure that her premises are safe for children. For example, she has installed safety gates throughout her home and ensures she carries out regular checks of the babies and children when they sleep. The childminder is aware of the signs and symptoms of abuse. She knows the correct procedures to follow if she had a concern about the welfare of a child. The childminder ensures her safeguarding knowledge is refreshed by completing regular courses. The childminder confidently explains her knowledge of what to do if she suspected that a child or someone in their family was subject to domestic violence.

What does the setting need to do to improve?

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

- support children to develop a secure base of the knowledge and vocabulary of mathematics

- establish successful arrangements to work with other providers when children attend more than one provision.

Setting details

Unique reference number	2630155
Local authority	Central Bedfordshire
Inspection number	10281147
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2021 and lives in Dunstable. She operates all year round, from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Amy Clarkson

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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint evaluation of an activity completed by the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of 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.

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