

Childminder report

Inspection date: 14 June 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 are happy and settled in this caring environment. They develop strong bonds with the childminder and her assistant, who are attuned to their care needs. The childminder creates a calm and relaxed atmosphere, where children can thrive. The childminder celebrates and treats each child as an individual, building their self-esteem and confidence. Children and their families are at the heart of everything the childminder does, creating an inclusive setting where everyone feels valued and welcome.

Children's behaviour is good. Children take each other's hands and dance together. They smile and giggle as they dance in circles. When a child says 'Stop!', the other child listens, demonstrating their respect for each other. The childminder and her assistant are positive role models for the children. They interact well with each other, showing kindness and offering help. Children copy these behaviours in their play which adults praise.

Children eagerly participate in a sensory activity where they are encouraged to smell, feel and taste the different fruits. Children squeeze play dough, fill containers and use hammers. This supports their fine motor skills and hand-eye coordination. Babies' physical development is highly promoted. Adults encourage them to stand at the side of tables to take part in activities, and they support them attentively. Uneven pathways help them to develop their walking skills.

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

- The childminder has a good understanding of child development. Effective assessment procedures quickly identify if a child needs more support. The childminder works with parents to make plans and begin referral processes. This ensures children with special educational needs and/or disabilities receive individual help. Parents comment they feel supported by the childminder.
- The childminder and her assistant know the children well. Before starting, parents share information about their child's stage of development. The childminder carefully plans next steps that build on what they already know or can do in relation to the overall aims for learning. This results in children making progress. Parents comment about how informed they are of their children's development. They praise the childminder for how much progress children make.
- The childminder and her assistant support children's independence. Children prepare their fruit, attempt to put on their shoes and make choices. The childminder encourages children to 'have a go', saying 'Let's try together'. As a result, children develop self-help skills and gain confidence.
- The childminder ensures children learn about and spend time in their local

community. For example, she organises toddler groups, rhyme-time sessions and role-play activities for local families to enjoy. This helps to develop children's social skills and builds their confidence.

- The childminder and her assistant are reflective practitioners. They regularly evaluate each other's practice. They understand their strengths well and plan training for areas they want to improve. They seek the views of parents and make changes to the care and education they offer.
- Partnerships with parents are strong. The childminder understands the different challenges that children and their families face. She offers support that meets their needs to help improve outcomes for children. Parents describe the childminder as calm and caring. They appreciate how she works with them to support children. For example, the childminder and parents work together as they toilet train children.
- Children wash their hands before eating and after wiping their noses. This helps them to develop good hygiene routines. However, the childminder does not explain why this is important, so children's understanding is not extended.
- Overall, children are well supported with their language development and make good progress. During play dough activities, the childminder's assistant uses lots of descriptive words, such as 'squash', 'fold', 'pinch' and 'knead', to introduce new words to the children. The childminder skilfully narrates children's play and emphasises keywords to support their understanding. She gives children plenty of time to respond to questions, allowing them time to think critically. Children enjoy singing and join in with the actions of familiar songs. However, on occasion, the childminder and her assistant do not ask children questions in a way that helps extend their speech and thinking skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has created a safe space for children to enjoy. Regular risk assessments ensure that children's safety is a priority. Sleeping arrangements for babies follow safer sleeping methods, such as checking babies at regular intervals and using monitors. Safeguarding training is completed regularly, and the childminder checks the knowledge of her assistant. The childminder and her assistant know the possible signs a child may be at risk of harm and the referral procedures to follow if they have concerns. The childminder and her assistant can explain the process they would follow in various situations, such as if they observed unusual bruises on a child or a child was displaying extremist views.

What does the setting need to do to improve?

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

- extend children's understanding about the reasons for good hygiene routines

- develop questioning techniques to help children to build on their speaking and thinking skills.

Setting details

Unique reference number	2631772
Local authority	Central Bedfordshire
Inspection number	10289358
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 7
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Henlow. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder also offers overnight care. The childminder works with an assistant. They both hold an appropriate childcare qualification at level 3. The childminder receives funding for free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jody Taylor

Inspection activities

- This was the first routine inspection the provider 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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a group activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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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