

Childminder report

Inspection date: 13 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 happily explore the childminder's welcoming home, where they show they clearly feel happy, safe and secure. Structured settling-in procedures are in place, and children quickly form strong attachments with the childminder. Children respond well to the childminder's supportive attention and happily include her in their play. They are confident to lead their own learning and make choices about what they want to play with and do. For example, children use their imagination as they dress up in different costumes and make-believe that they are fairies and princesses together. They laugh with one another as they wave their wands around and show their friends their princess hair. Children show kindness to one another as they share resources and help each other. For example, they save play dough for their friends to use and help each other find their sun hats when they go outside.

The childminder provides a varied curriculum based on the children's interests and her observations of them during play. For example, children enjoy playing in the garden as they use various tools to 'rescue' toy animals frozen inside ice blocks. On other days, they go on local nature walks together and visit animal farms. Children are making good progress as a result of the childminder's effective child-led planning.

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

- Overall, the childminder supports children's language development well. She encourages children to express their choices and join in with conversation as they play. The childminder gets down to the children's level when she speaks to them and gives them good eye contact so that they know she is listening to them. However, the childminder does not correct the children when they pronounce words incorrectly. Furthermore, in her eagerness to engage with the children, she does not always model the correct terminology herself when she repeats the same pronunciation back to them.
- Children are confident in managing their own self-care. They are independent in taking off their own shoes, and they are able to cut up their snack and butter their crumpet. Children follow good handwashing procedures as they independently wash and dry their hands before meals and after they have been to the toilet. The childminder discusses germs and bugs with the children to explain why hygiene is important.
- The childminder knows the children well. She gathers information from parents when their children first start and then uses this information to build on what they know and can do. The childminder liaises with parents to review their children's progress regularly. Parents refer to the childminder's 'nurturing, kind and playful nature'. They appreciate her openness and ongoing support and feel

that she has played a significant role in their children's good progress.

- Children learn about different cultures and festivals through sensory activities and crafts. For example, they explore dried noodles with tongs for Chinese New Year. They create pictures related to a story about the Queen and her Jubilee.
- The childminder develops her professional knowledge and practice by sharing information and working together with other childminders. She continually evaluates her setting and extends her skills and development by attending training and webinars and through online research.
- Children are positive in their interactions with each other. They chat away together about a range of different topics, such as the weather, as they sit and eat snack together. The childminder reinforces sharing and manners with gentle reminders. She cuddles children with open arms when they sit on her lap to play. The children receive lots of praise and encouragement from the childminder, which helps to build their self-esteem.
- The childminder supports children to develop an understanding of their personal safety. She teaches the children to stop and listen before crossing a road and about sun safety. For example, children learn that they need to drink water and have sun cream reapplied when it is hot so that they stay hydrated and do not become unwell.
- Children make good progress with their mathematical development. They are beginning to develop an understanding of early mathematical concepts as they learn about numbers and positioning. For example, children count the dots on toy padlocks and then find the key that matches to release the lock. They discuss how to turn the key and find lost keys that are 'behind' or 'underneath' them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure safeguarding and child protection knowledge. She confidently understands her responsibilities to help keep children safe and how to report any concerns that she may have. Her understanding of the signs and symptoms of abuse, including radical behaviours and female genital mutilation, is strong. She understands the process to follow if an allegation is made against herself or another adult in her house. The childminder maintains a safe and secure environment and supervises children well.

What does the setting need to do to improve?

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

- support children's developing vocabularies by identifying misconceptions and consistently demonstrating how to pronounce words correctly.

Setting details

Unique reference number	2634981
Local authority	Central Bedfordshire
Inspection number	10289360
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Leighton Buzzard. She operates all year round, from 7.30am to 5.30pm, on Mondays, Tuesdays and Thursdays, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning discussion together to understand how the early years provision and curriculum are organised.
- Parents shared their views of the childminder's setting with the inspector through written feedback.
- The inspector made observations throughout the inspection of children's experiences in the setting.
- The childminder shared a sample of documents with the inspector. This included evidence of training and the suitability of household members.
- The inspector interacted with the children at appropriate times during the inspection and observed their interactions with the childminder.
- The childminder and the inspector carried out a joint observation.
- The inspector viewed the areas of the premises that are used for childminding.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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