

Childminder report

Inspection date: 5 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 content, settled and show their enjoyment of the time they spend with the childminder. They have close relationships with her, naturally including her in their play and returning to her whenever they need comfort or reassurance.

Children reflect the childminder's calm, positive attitude. They play happily and are confident to express their preferences. For example, children playing in the garden decide to feed the birds, and then use binoculars to watch the birds. Children show determination and persevere at tasks. For instance, when 'slicing' toy fruits, they keep trying until they succeed.

Young children are starting to understand their feelings and to label these. For instance, they use picture prompts as they remember feeling happy, sad and angry. Children play well together, and the childminder helps them to appreciate the needs of others. Older children play carefully when near younger children. The childminder is aware that children may have had fewer opportunities to interact with others during the COVID-19 lockdowns. She offers extra support to children in building their social skills. Practical explanations from the childminder help children learn to keep themselves safe. For instance, children move further onto the grass when they recognise they are getting closer to the garden steps.

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

- The childminder continuously reviews her practice. She works in partnership with her assistant, exchanging ideas and knowledge to ensure that they are doing all they can to keep children safe and promote their development and well-being.
- The childminder carefully reviews children's progress and ensures that no child falls behind in their learning. She knows the children well, understanding each child's development and what they need to learn next. She offers children an interesting range of play opportunities that support them in taking the next steps in their learning, and in making good progress from their starting points.
- The childminder appreciates the importance of supporting children to develop their communication skills. She speaks clearly to children and encourages them to repeat words. Young children smile when she encourages them to make the sounds of the toy animals, encouraging their early speech development. The childminder uses children's interests as a way to encourage their speech. For example, children play with their favourite toy characters and pretend they are speaking.
- Children thoroughly enjoy growing fruit and vegetables in the garden. Well-planned and effectively repeated activities build children's knowledge of how to plant seeds, tend plants and harvest crops. Ongoing discussions help children to understand the benefits of eating fruit and vegetables daily.
- The childminder enthusiastically supports children in developing their enjoyment

of books. She offers children books that she knows will interest them and spark their curiosity. For instance, young children explore magnetic elements of books and lift flaps to discover what is hidden.

- Children enjoy many opportunities that help them to feel part of their community and initiate their interest in the wider world. For example, they make bird houses and bird feeders during a national bird week. Children and the childminder work together with volunteers and neighbours to plant flower bulbs on a communal grass area.
- Parents praise the childminder, stating they appreciate the wide variety of activities she offers children and the progress children make while in her care. Parents report that the childminder communicates well with them about how their children are doing each day. However, she does not always fully support parents to extend their children's learning at home.
- The childminder generally promotes children's independence. For example, she encourages children to chop and prepare fruit and vegetables at mealtimes. However, on occasion, she does things for children that they could do themselves, such as putting on their coats and adding further resources to their play. This sometimes confuses children and does not promote their independence to the optimum.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibility to promote children's welfare at all times. She regularly refreshes her safeguarding training, helping her to maintain a good knowledge of how to recognise any concerns and report these to the correct professional. She ensures her assistant has a good knowledge of this area. The childminder understands wider safeguarding issues that can affect children and their families, such as exposure to radical views and practices. She appreciates the potential dangers associated with use of the internet, and takes effective steps to protect children.

What does the setting need to do to improve?

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

- enhance the support offered to parents to aid them in building on their children's learning at home
- offer children further opportunities that aid them in developing their independence.

Setting details

Unique reference number	2638045
Local authority	Central Bedfordshire
Inspection number	10289449
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Dunstable. She operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. She offers funded early education places for two-, three- and four-year-old children. The childminder works with an assistant on an occasional basis.

Information about this inspection

Inspector
Kelly Eyre

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 setting.
- The childminder showed the inspector the premises and discussed how they ensure these are safe and suitable.
- The inspector observed activities indoors and outside, and assessed the impact these have on children's learning. She talked with the childminder about how the early years provision is organised.
- The childminder and inspector discussed and reviewed activities.
- The inspector viewed relevant documentation, including the safeguarding procedures and the suitability of the assistant and household members.
- The inspector talked with children at appropriate times throughout the inspection. She also reviewed written feedback from parents and considered their views.

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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