

Childminder report

Inspection date:

16 November 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 enjoy their time with the childminder. They become deeply immersed in play and learning in the inviting and stimulating environment the childminder has created for them. Children confidently follow their own interests and welcome the interactions they have with the attentive childminder. They are not rushed and spend time repeating their experiments and actions, helping them consolidate what they know and understand. For example, children work out how to activate a trigger on a hose to fill bowls of water. They feel the sensation of the spray of water and watch what happens when the bowl overflows. They listen to the childminder's explanation of what they see and do, helping to strengthen their understanding of cause and effect. This helps children begin to make sense of the world around them.

Children spontaneously sing familiar rhymes and songs the childminder has taught them. They search in a bag for finger puppets and soft toys that represent the rhymes they know and enthusiastically join the childminder to sing more songs. Younger children watch the sign language the childminder uses during the songs, helping to strengthen communication while their emerging vocabularies develop. The songs and carefully selected books the childminder provides help children to become confident speakers and listeners.

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

- The dedicated childminder seeks advice and training courses that are highly relevant to the children in her care. For example, she has qualified to carry out specific activities to help promote children's communication and language. The childminder confidently incorporates a variety of theories and practices that help contribute to children's good progress in their learning and development. She shares and gathers ideas with other local childminders, helping her to make well informed and continual improvements in her setting.
- Children who speak English as an additional language are supported well. The childminder gives children time to think about their answers to questions and introduces new words and phrases for them to use in their growing vocabularies. Over time, children gain confidence and spontaneously contribute to conversations. The childminder uses books written in more than one language, helping to celebrate the familiar text children see at home. This helps children strengthen their identity and sense of belonging in the setting.
- The childminder uses a variety of ways to help maintain clear and regular communication with parents. She takes time to talk to them in addition to the updates and photographs she sends electronically. The childminder offers advice and support to parents about their children's development and well-being, helping to strengthen children's learning at home. The childminder establishes

good relationships with staff from other settings that children also attend, contributing to consistent and sequential learning opportunities for children. This helps to support children's good progress.

- Children benefit from the trips and outings the childminder plans for them. She purposefully incorporates children's interests, helping to build on their curiosities to trigger learning through memorable experiences. For example, children appreciate the size of animals they have seen in books when they visit the zoo.
- Children behave well. The childminder effectively follows a curriculum that helps children begin to learn how to regulate their behaviour and emotions towards others. The childminder supports children to share toys and resources, to take turns and to talk about how they and others might be feeling. This contributes to the calm and harmonious environment in which children learn.
- The childminder uses her accurate assessments of children's progress to help her plan what children need to know and understand next, helping to prepare them for their future move to pre-school or school. However, the childminder does not always add sufficient challenge to children's self-chosen play to help move their learning rapidly to the highest level. For example, on occasions, children of differing ages and abilities are engrossed in the same activity. The childminder does not always adapt her teaching to help support them all. Despite this, children make good progress and any gaps in learning are identified and quickly closed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding about her role and responsibilities to keep children safe. She regularly updates her knowledge and understanding about safeguarding through training courses and information she receives from the local authority. The childminder follows the robust procedures she has put in place to ensure she knows what, how and who to contact in the event of having a concern about children's safety or well-being. This contributes to the childminder's focus to safeguard children.

What does the setting need to do to improve?

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

- continue to fully embed appropriate challenges that suit children's individual learning needs during their self-chosen play and explorations.

Setting details

Unique reference number	2645892
Local authority	Central Bedfordshire
Inspection number	10305085
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	0 to 5
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 registered in 2021 and lives in Arlesey. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katrina Rodden

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 this into account in her evaluation of the provision.
- The childminder described her curriculum and daily routines to the inspector and demonstrated how these impact children's learning.
- The inspector observed activities in the playroom and the garden. She spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at relevant documents, such as evidence of continued professional development for the childminder and children's attendance records.
- Satisfaction questionnaires and letters from parents were read by the inspector. She took parents' views into consideration in the evaluation of the provision.

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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