

Childminder report

Inspection date: 5 March 2024

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 quickly settle into their day with the childminder. As they arrive, children receive a warm and friendly welcome from the childminder. Children remove their coats and shoes, placing them safely in the correct place. This helps to ensure they know where to find outdoor clothes and shoes when it is time to play outside. Children like to do things for themselves. For instance, they enjoy cutting up the fruit with child-safety knives as they sit at the table for their snack. Some children skilfully pour water or milk from the jug into their beaker, and others have help from the childminder to pour their drinks.

The childminder helps children learn how to behave responsibly and well. She sets clear boundaries, using the 'house rules' to help children remember what is expected of them. Children are able to share the 'house rules' with others when they talk about how they behave. The childminder and her assistant support children to behave within the boundaries. Children show that they feel secure in the childminder's and her assistant's care. They are confident to ask for help when they need it. Children benefit from time outside, where the childminder provides many resources to support children's play and learning.

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

- The childminder knows what she wants children to learn while they are in her care. She focuses on the prime areas of learning to help children gain a secure foundation in their physical skills, their speaking and listening skills and their social skills.
- The childminder prioritises children's communication, helping them to learn how to communicate with others in an appropriate way. She helps children learn how to regulate their behaviour, kindly but firmly reminding them of how to behave. The childminder supports children to get along with others. She teaches children how to share and take turns.
- The childminder uses a structured approach to learning. She plans activities and experiences that help children to build their knowledge and skills. For example, she plans a range of experiences linked to 'Goldilocks and the Three Bears'. She reads the story to the children and encourages them to use what they have learned in other activities. Children use mathematical language to describe the size and weight of the bowls of porridge that they pretend to make when playing outside. However, children do not demonstrate the same level of engagement in their self-chosen activities unless an adult is directly involved.
- The childminder uses daily routines to help children remember the importance of good hygiene. The children know they need to wash their hands before eating and after playing outdoors. These routines help children to develop healthy habits. The childminder extends this learning as she talks to the children about

what to wear when they prepare to go outside. Children know they need coats, hats and boots on this cloudy, cold day.

- The childminder has good relationships with parents. She values the contribution they make to their children's learning at home. She provides activities for parents to try with their children. Parents are equally positive about the partnership with the childminder and the care she offers the children. They recognise her contribution to children's increasing language skills and the opportunities she provides for children to mix with others. The childminder is not currently working in partnership with local schools to ensure she has a comprehensive understanding of the knowledge and skills they expect children to acquire by the time they enter the Reception class.
- The childminder and her assistant work well together. The childminder ensures that they complete essential training and that they both effectively implement policies, such as those for safeguarding. The childminder successfully monitors the assistant's practice. She provides very clear guidance and instructions about the routine, activities and intended learning of the planned experiences. The childminder seeks out additional training opportunities for herself and puts into practice what she learns.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- explore ways to build links with other settings that children will move on to in order to ensure a smooth transition and consistency in approach
- consider how to support children to maintain their concentration and to independently explore their ideas more fully during child-led experiences.

Setting details

Unique reference number	2649531
Local authority	Central Bedfordshire
Inspection number	10308679
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Houghton Regis near Dunstable. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She occasionally works with an assistant. The childminder holds an appropriate qualification at level 5 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Alison Reeves

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the early years provision and the curriculum are organised.
- The inspector and the childminder observed children's play indoors and outside and evaluated the quality of education.
- The inspector spoke to children, the childminder and her assistant at appropriate times throughout the inspection.
- Parents shared their views about the childminder's provision with the inspector. These were considered as part of the overall evaluation.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of adults living and working in the childminder's home.

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 2024