

Childminder report

Inspection date: 11 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

The childminder welcomes new children and families to the setting and provides settling-in sessions. She gathers important information from parents and uses this to support children's transition into the setting. The childminder plans activities around children's interests and this helps them to settle quickly. Children arrive happily and confidently wave goodbye to their parents. They are excited to find out what they will be doing and are eager to get started.

The childminder is passionate about the outdoor area and is always implementing new ideas to develop this further. Children enjoy a range of activities in the garden. For example, they plant wildflowers to attract insects and wildlife, that they observe. The childminder teaches them about different animals. They enjoy watching the birds and squirrels that visit and show awe and wonder about the world around them.

The childminder encourages them to do things for themselves. Children demonstrate how they can confidently wash their own hands, put on their own shoes and take off their coats. Children behave well. They positively interact with each other and share resources. Young children build new relationships with peers and develop their social skills, such as waiting their turn and being tolerant of others.

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

- The childminder plans a range of activities throughout each day that spark children's interests and fascination. For instance, children are excited to act out the story 'We're going on a bear hunt' in the garden. They listen carefully to the childminder and follow her actions. Children experiment with a range of movement developing gross motor skills as they move through a range of obstacles. The childminder talks clearly, introducing a range of vocabulary from the story. Children develop a deeper understanding of the story and grow their imagination skills further.
- The childminder provides a range of books throughout the setting. She ensures storage is low level and encourages children to independently choose resources. Children enjoy sitting and choosing books to look at themselves. They turn the pages, looking at each picture and put the book away when they are finished. The childminder reads to children every day, using the opportunities to introduce new vocabulary to children's language. She shares her enthusiasm for books and children develop a love of reading.
- The childminder provides a range of physical activities for children to develop their fine motor skills. Children enjoy using spray bottles to spray water on a range of surfaces. They watch as they make different marks with the water and

experiment further by changing directions and the amount they spray. Occasionally, the childminder does not always build on what children can already do. For example, when children try to cut the paper with scissors, she does not correct their grip to help them develop their cutting skills.

- The childminder prioritises her time to attend professional development opportunities to further her own knowledge and skills. She attends many safeguarding training sessions to ensure she is up to date and has a good knowledge in all areas. Furthermore, the childminder attends training to develop her knowledge of child development and special educational needs and/or disabilities. She chooses training that is specific to children who attend the setting and this has a positive impact on the overall care and education provided.
- The childminder provides children with a range of outings in the local community. This includes trips to the park, library and local school events. The childminder also uses toddler groups close by to support children with their social skills and to meet new people.
- Parents comment on the excellent communication from the childminder. They receive ongoing feedback about their children's learning and the childminder provides ideas for parents to continue learning at home. Additionally, the childminder continues her good communication with other settings that children attend. She has good working relationships with other professionals and shares children's progress to support continued learning across all settings.

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:

- consider the knowledge and skills children have and use this information to build consistently on what they already know and can do.

Setting details

Unique reference number	2660641
Local authority	Central Bedfordshire
Inspection number	10333071
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Dunstable, Central Bedfordshire. She operates from Monday to Wednesday, 7.45am to 5pm, except for bank holidays and family holidays.

Information about this inspection

Inspector

Vikki Reynolds

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 provision.
- The inspector observed the interactions between the childminder and children.
- The childminder shared with the inspector her intentions for children's learning and how she implements this in the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting.

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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