

Childminder report

Inspection date: 21 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 has a kind and caring approach in the way that she interacts with children and how she supports their overall learning and development. The childminder supports children's personal, social and emotional development right from the start. She provides appropriate settling-in opportunities for children and families, according to their individual needs. This helps children to settle quickly.

The childminder has a good understanding of what it is she wants children to learn. She provides a wide range of opportunities and experiences that support their learning across all areas. The childminder promotes children's speech and language development. She provides good opportunities for children to hear a range of words through conversations, as well as during singing and story times. The childminder uses spontaneous opportunities to explain things that may be unknown to the children. For example, during a story, she points out what a 'tie' is when children are unsure. This helps to extend children's knowledge.

Children behave well. During activities, such as exploring sand and water, they are quick to tell the childminder, 'It's your turn', and they wait patiently for their next turn. This demonstrates children's good understanding of how to share and take turns. Children's physical skills are developing well. For example, they use a range of different-sized shells and tools as they create houses for the 'three little pigs' in the sand. Children scoop and fill containers as they build and talk about the different houses and how they are made. This also helps to develop children's mathematical development.

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

- Since registration, the childminder has kept her knowledge and understanding updated with regular training. She is also following her own interests with further training that is planned to enable her to support children with special educational needs and/or disabilities. The childminder reviews her practice, seeks feedback from parents and evaluates the impact she is having on the children she cares for. This demonstrates the importance the childminder places on her own professional development.
- The childminder works closely with parents. She updates them regularly, shares information with them and helps parents to know what their children spend their time doing when they are with her. This helps parents to extend their children's learning at home. However, the childminder does not make use of enough opportunities to work with other professionals, particularly other settings where children attend, to develop a consistent approach to their learning.
- Children demonstrate strong imaginative skills. They confidently invite the childminder into their role-play games and quickly establish individual roles for

each of them. Children have fun while learning about different ingredients. Their conversation extends to healthy food, and they learn about what is good for them. This helps children to understand what contributes to a healthy lifestyle.

- The childminder plans activities and experiences that incorporate children's next steps in learning and interests. This helps children to engage for long periods of time. For example, older children show an interest in words, letters and sounds. The childminder incorporates this into their everyday conversations and play. She praises children for their efforts, which raises their self-esteem and confidence. However, sometimes, the childminder does not give children time to think about and respond to her questions before asking further questions.
- During interactions, the childminder helps children to develop an understanding of feelings and emotions. She encourages them to express their thoughts and views. The childminder helps children to understand changes, such as what life might be like as they prepare for a new sibling. The childminder is very reassuring and helpful, and children respond warmly to her. For example, she supports children as they practise holding the dolls safely. This has a positive effect on children's personal, social and emotional development.
- Children have daily opportunities for fresh air and exercise and make good use of the childminder's garden. They also experience a range of outings, such as trips to the zoo and the farm where they learn about animals and how they are cared for. More recently, children's interest in worms initiated new learning about habitats and wild birds. This helps children learn about the world around them.

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:

- strengthen partnership working with other providers to consistently support and complement children's care and learning experiences
- give children more time to think, formulate answers and solve problems as they engage in activities and learning experiences.

Setting details

Unique reference number	2662950
Local authority	Central Bedfordshire
Inspection number	10333060
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 3
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 Bedfordshire. She operates all year round, from 8am to 6pm, on Mondays, Tuesdays, Thursdays and Fridays, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jo Rowley

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 held a learning discussion together to understand how the curriculum is organised.
- The inspector interacted with children throughout the inspection. The inspector observed the childminder's interaction with children during adult-led activities and reviewed this with the childminder.
- The inspector reviewed written feedback from parents and took account of their views and feedback.
- The inspector reviewed a sample of the childminder's documentation, including first-aid arrangements.

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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