

Childminder report

Inspection date: 24 July 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 works hard to create a warm and nurturing environment that children feel safe in. Her robust knowledge of children's interests and personalities ensures activities and resources support their interests and learning needs. For example, babies develop their physical abilities and sensory awareness by washing their ride-on cars using sponges and water. Older children with a keen interest in drawing, enhance their fine motor skills. They paint fences and patio tiles using water and brushes, exploring the various effects they create. As a result of the childminder's skilful planning, children remain deeply engrossed in play and enjoy their time in the setting.

Children form close relationships with the childminder, who ensures they feel safe and settled from the start. She offers praise and affection, particularly when children feel tired or unsettled. Children are learning to be resilient when faced with challenging situations. They respond well to the praise and encouragement that the childminder offers. This supports children to develop a positive attitude to their learning and persevere in tasks.

The childminder is a good role model for children. She is kind and respectful towards children and adults. As a result, children are well mannered, show kindness towards others and cooperate well in activities. For example, older children encourage babies to join in their picnic role play. Together, they create delicious meals with play food and pass their creations around to adults.

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

- Children display strong language skills. The childminder promotes this well with her focused teaching. Babies are supported to make the sounds of the animals they explore in books. The childminder role models simple words and sounds that babies confidently mimic. Older children are encouraged to use more descriptive language in their play. For example, they describe the 'bubbling' cheese and 'burning hot' oven when pretending to make pizzas in a role-play activity.
- The childminder encourages children to think critically and explore their ideas. She asks age-appropriate questions and allows children time to think and respond before extending their ideas further. For example, children are exploring the role-play ice-cream parlour. They are curious about what happens if they put ice cream in the microwave. The childminder introduces discussions about 'freezing' and 'melting', encouraging them to recall past experiences and allowing them to reach their own conclusion. However, when children do not engage fully in group activities, the childminder is not so swift to adapt her approach. She does not always encourage them to explore their changing

interests.

- The childminder takes every opportunity to support children to identify risks and manage them appropriately. She encourages children to climb steps independently and establishes mealtime and hygiene routines that support children's health and well-being. Children have a good understanding of how to keep themselves and others safe. During role-play activities, children explain how to use knives safely and why they need to use oven gloves when taking hot trays out of the oven.
- The childminder evaluates her practice well. She seeks feedback from parents and children to ensure the care she provides continues to meet their expectations. The childminder considers children's changing needs and adapts her environment, where appropriate. For example, she has recently altered the way she arranges resources to better promote children's independence.
- Relationships with other professionals are strong, in particular when supporting children's transitions. The childminder gathers information about children's new routines and staff expectations. She skilfully incorporates her findings into children's future learning. For example, the childminder develops routines aimed at promoting children's familiarity and confidence in group situations.
- Parents all speak highly of the childminder and the care she provides. They comment on how children form close bonds with the childminder and her family. They acknowledge how this helps children to settle well in her care. Parents report on the variety of interesting learning opportunities the childminder provides. They appreciate how the childminder engages them well in children's learning with comprehensive communication.
- The childminder places sharp focus on supporting children's emotional well-being. She encourages them to explore their feelings in age-appropriate ways. For example, children sort plastic teddies into coloured containers that reflect different moods. They recall situations when they have felt such emotions and discuss how they can turn them into positive feelings.

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:

- adopt a more flexible approach during group activities that fully supports children's changing interests and moods.

Setting details

Unique reference number	2762525
Local authority	Central Bedfordshire
Inspection number	10349580
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	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Leighton Buzzard. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Antonia Campbell

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 provider and has taken that into account in their evaluation of the provider.
- The inspector considered the views of parents by reviewing feedback letters.
- The inspector looked at a selection of relevant documents.
- The inspector observed the interactions between the childminder and children during activities and observed the quality of teaching.
- The inspector and childminder completed a joint observation of an activity to assess the impact of her teaching on children's learning.
- The inspector and childminder discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of children.

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