

Childminder report

Inspection date: 6 August 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are safe and happy in the childminder's care. As they arrive, they receive a warm welcome from the childminder, who is very nurturing and helps children to feel emotionally secure. Children show a strong sense of belonging. They eagerly explore the enticing environment and quickly engage in play, often singing as they do so. The childminder creates an exciting curriculum that helps to develop new knowledge and skills. For example, children build on their good control and coordination as they scoop water into jugs and work out, through trial and error, the best way to pour it into the water tower to make the wheel rotate.

The childminder has high expectations of children's behaviour. Children show a strong sense of responsibility. They swiftly respond to the childminder's gentle reminders and praise to help tidy away what they have finished playing with. This also helps to increase their awareness of keeping their environment safe.

Most days, the childminder takes children on outings in the community. Children learn about the diverse roles of fire and police officers. Visits to working farms enhance children's understanding how to care for animals. They benefit from hands-on experiences that help them to understand how milk is extracted from a cow's udder. The childminder prioritises opportunities for children to be independent individuals from a young age. Children manage their outer clothing with minimal support and follow good hygiene routines. They develop a strong awareness of a healthy lifestyle. Children enjoy healthy nutritious snacks and are physically active. They jump in and out of hoops and build strength and stamina as they use large apparatus at the local parks they visit with the childminder.

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

- The childminder plans a rich and varied curriculum with an emphasis on providing children with a broad range of experiences that enhance their understanding of the world. She knows the children she cares for well and considers their different learning styles, personalities and interests. As a result, she has a clear focus on the appropriate next steps for each child, which helps them to make good progress in their learning.
- The childminder regularly reads to children, and they express a strong love of books. This helps to develop children's listening and attention skills. The childminder regularly pauses to enable children to practise their early language skills as they talk about what is happening on the pages. The childminder supports children's correct pronunciation of words effectively and introduces them to new words, such as 'flukes' to describe the tail of a whale. She uses a range of cards with pictures to help children who speak English as an additional language to understand daily routines. However, she does not fully support

these children to use and hear their home language to enhance their speaking skills.

- Overall, children pursue their own creative ideas. They mix different-coloured water together at the potion station to create new colours. However, at times the childminder overly directs children's creative ideas. For example, she provides children with a pre-drawn outline of a shark and only two different colours of paint to mix together. This limits opportunities for children to make independent choices to express and develop their own creative thinking.
- The childminder is a positive role model. She consistently advocates a positive culture of respect for all. She uses good manners when speaking to children and encourages them to do the same. Children's behaviour is good and appropriate to their stage of development. They smile with delight as they hold hands with their friends and rock back and forth to action songs that the childminder sings. The childminder calmly encourages children to share resources, consistently providing clear explanations why this is important. This helps children to understand what is right and wrong.
- The childminder reflects on her practice and is dedicated to continuing to develop her knowledge and skills. She completes training that focuses on supporting the individual needs of children. In addition, she regularly shares good practice and gains ideas from other childminders. As a result, the childminder has an increased understanding of how to incorporate different types of sensory experiences in children's play.
- The childminder develops good relationships with parents. She communicates with them daily and keeps them well informed about their children's ongoing achievements. She provides ideas for how they can continue to support their children's learning at home. Parents speak highly of the childminder. They are pleased with the progress their children are making and appreciate how the childminder supports children through changes in their lives. They describe the childminder as 'caring' and 'professional'. Partnerships with other settings the children attend are in place and support children's continuity of learning effectively.

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:

- enhance opportunities for children to hear and use their home language
- increase opportunities for children to express their own creative ideas.

Setting details

Unique reference number	505245
Local authority	Central Bedfordshire
Inspection number	10354924
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	4
Date of previous inspection	12 November 2018

Information about this early years setting

The childminder registered in 1996 and lives in Flitwick. She operates from 7.30am until 5pm, Monday to Thursday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 5. She provides funded early education for two-year-old children.

Information about this inspection

Inspector

Lorraine Pike

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 her evaluation of the setting.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder and children at appropriate times during the inspection.
- The childminder carried out a joint evaluation of an activity with the inspector, and they discussed their findings.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents through written feedback provided.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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