

Childminder report

Inspection date:

30 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children enjoy coming to the childminder's home. They are happy and busy during their time with her, enjoying a variety of different activities designed to provide challenge and follow their interests. Children confidently chatter away with the childminder. The childminder listens intently, making children feel valued. They excitedly talk about what they are doing during play.

Children behave well. They play cooperatively and enjoy listening to each other during play. The childminder encourages them to use their manners and be respectful towards each other. Children are kind and considerate. Children are confident to talk to visitors. They proudly show off the paper baubles they have made and are eager to share their favourite songs and rhymes.

Children benefit from close, nurturing relationships with the childminder. They seek her out for comfort and play. Children delight as they sit on the childminder's knee and sing, 'Row, Row, Row Your Boat'. They smile with delight as they rock back and forth, joining in with the song. The nurture and physical comfort that the childminder provides, successfully promotes children's emotional well-being. As a result, children feel secure, confident and content at the setting.

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

- Children make good progress in their learning from their initial starting points. Their communication and language skills are very well supported. The childminder uses a number of different methods to support these, such as sharing stories and singing action songs and rhymes. Children with speech and language difficulties are well supported. The childminder works well with parents and professionals to ensure that children make good progress. As a result, children become skilful communicators.
- The childminder takes children on walks to the local play area and does nature walks on the way to the neighbouring school. She uses this as an opportunity to teach the children about the world around them. For example, children look at spider's cobwebs and the effect that weather, such as frost, has on them.
- Children learn how to lead a healthy lifestyle. The childminder provides a well-balanced and nutritious menu. She talks to children about what they are eating and discusses different types of vegetables as they play with pretend food during their role play. In the garden, children use tubes to pour water. They use ride-along toys and throw balls into a basketball net. This encourages children to be physically active.
- Communication with other settings is good. The childminder supports children who attend other settings or who are transitioning to school. She ensures that she shares relevant information about a child's progress. For example, she

shares their key next steps in learning, any emerging concerns in their development and any strategies that are in place to support children.

- Children regularly count in their play. Younger children can successfully identify cardboard numbers and place them in the right place in a book. Older children represent the numbers on their fingers and smile when they get the correct number. However, sometimes, when a child struggles to get the correct answer, the childminder interjects before the child has time to solve the problem. As a result, children do not have sufficient opportunities to lead their own learning.
- The childminder regularly reviews and updates her practice. She attends online webinars every week to keep her knowledge current and help to develop her practice. Recent training includes courses on children's emotional well-being and tackling childhood obesity. The childminder discusses how she uses the information gained in her day-to-day practice. This has had a positive impact on the childminder's well-planned curriculum.
- Parent feedback is very positive. Parents report that their children have developed well since joining the childminder. The childminder works closely with them to support their children's learning at home and supports them by providing information and support with activities such as toilet training. Daily conversations help parents to be involved in their children's education. Partnerships with parents are positive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can identify possible signs of abuse and understands reporting procedures. She discusses what action she would take if she suspected domestic violence in a family home. This helps to protect children from harm. The childminder undertakes good risk assessments to promote children's good health and safety and confidently discusses her fire-safety procedure. The childminder demonstrates safe practices, such as securing children in highchairs at mealtimes and reminding them not to be near hot food in the kitchen when she is cooking. This helps to prevent accidents and promotes children's welfare.

What does the setting need to do to improve?

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

- give children more opportunities to lead their own learning to encourage independence, resilience and perseverance in the face of challenge.

Setting details

Unique reference number	505298
Local authority	Central Bedfordshire
Inspection number	10234562
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	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	23 February 2017

Information about this early years setting

The childminder registered in 1999 and lives in Leighton Buzzard. She operates all year round, from 8am to 3pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Amy Clarkson

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.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector carried out a joint evaluation of an activity.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.

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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