

Childminder report

Inspection date: 28 October 2022

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

The childminder provides a welcoming and homely environment, where children are happy and settle quickly. She knows the children extremely well and is highly responsive to their individual needs, treating them with kindness and respect. Children show they are happy, safe and emotionally secure. They form close attachments with the childminder and each other. Children are familiar with the daily routines and confidently make choices about their play. This helps to develop their independence and decision-making skills. Children's behaviour is very good. They respond well to the childminder's continual encouragement, praise and affection. Children understand the need to share, take turns and be polite, always remembering to say 'please' and 'thank you'.

Children are highly motivated and very eager to join in with activities. They listen attentively and concentrate very well for their age and stage of development. For example, young children become deeply engaged as they explore their autumn collections. They talk to each other as they paint the leaves and print them on paper. The childminder is extremely responsive and makes adaptations to extend children's learning. For example, when they decide to paint their hands, the childminder suggests that they make handprints. The childminder enthusiastically celebrates their achievements with a 'high five'. This successfully promotes their confidence and self-esteem. Children quickly become independent. They put on their aprons before painting and confidently use a knife, fork and spoon at lunchtime. Children are developing the skills they need in readiness for their move on to school.

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

- The childminder is passionate about providing interesting and challenging learning experiences for children. She uses her wealth of experience and good knowledge of how children learn, to plan a rich and varied curriculum for them. The childminder gathers relevant information from parents about their children's current development before they start with her. She uses this information to plan activities that interest children and support their next steps in learning.
- Children quickly become confident speakers. The childminder consistently talks to them about what they are doing during activities. She introduces new words to extend their vocabulary, such as 'hard' and 'spiky', when she describes the conkers.
- The childminder forms very friendly and trusting partnerships with parents. Parents say that they are extremely happy with the care and progress their children make. They are fully involved in their children's learning. The childminder gives them good support to continue their children's learning at home. Parents particularly like the story sacks the childminder sends home for

the children to share with them at weekends.

- Children develop a very good understanding of healthy lifestyles. They thoroughly enjoy the nutritious, home-cooked meals that the childminder provides. Children rest when needed, and have daily opportunities for fresh air and exercise outdoors. Children learn to take appropriate risks and challenges, such as on the play equipment in the childminder's garden and at the park.
- The childminder promotes children's mathematical thinking as they play. They learn to count and recognise colours and numbers. For example, children count how many legs the spider has. They proudly identify that it has a body shaped like a 'circle'.
- Children develop a good understanding of how to keep themselves safe. For example, they learn about what to do in the event of a fire and about road safety. Children go on regular outings with the childminder to interesting places. For example, they visit stately homes, where they learn about how people lived years ago.
- The childminder seeks to continuously improve her childminding practice. She completes many training courses and reflects on the impact they have on her practice. For example, recent training has enabled her to acknowledge the time that children need to think and respond to questions. The childminder regularly gathers the views of parents. She uses their feedback to provide high-quality provision and to help children make the best possible progress in their learning.
- The childminder promotes children's communication and language development well. Children enjoy singing songs and listening to stories. However, she does not make the best use of opportunities to extend children's early literacy skills, such as learning about letters and the sounds they represent.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides children with an extremely safe environment in which to play and learn. Robust risk assessments cover all aspects of the childminder's house, including the garden and when they go on outings. The childminder is aware of the correct procedures to follow if she has any concerns about a child in her care. She has undertaken a considerable amount of training focused on safeguarding children, to develop her knowledge. The childminder has a detailed safeguarding policy, which she regularly updates to ensure all information is current and relevant.

What does the setting need to do to improve?

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

- develop the good teaching to help children make the best possible progress in their early literacy.

Setting details

Unique reference number	505310
Local authority	Central Bedfordshire
Inspection number	10234563
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	6 December 2016

Information about this early years setting

The childminder registered in 2000 and lives in Leighton Buzzard, Bedfordshire. She operates all year round, from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early years education for two-, three- and four-year-old children. The childminder is registered to provide overnight care.

Information about this inspection

Inspector
Jacqui Oliver

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 setting.
- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The childminder shared a sample of documents with the inspector. This included evidence about training and the suitability of those living on the premises.
- The inspector observed children and the childminder taking part in activities and assessed the impact this has on children's learning. The inspector and the childminder reflected on a learning experience for children.
- Children spoke to the inspector about what they enjoy doing at the childminder's house.
- The inspector took account of the views of parents from 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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