

Childminder report

Inspection date: 28 April 2023

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 confident and clearly feel at home in the childminder's care. The childminder knows the children well and has good procedures in place to help settle them in. She works with parents to gather information, such as the children's home routines and interests. This helps children to settle in quickly. The childminder has a clearly planned curriculum that she implements well. Pre-school children have a positive attitude towards their learning and are excited to join in with the interesting range of activities on offer. For example, they eagerly join in with pretending that they are going on holiday. They choose several interesting outfits cut out from magazines and then glue them into their personal cardboard suitcases. They develop their mathematical and language skills as they count how many items they will need to take for one week away and discuss what transport they would use to get there.

Children's behaviour is good. They learn to share and to be kind to one another. When disputes arise, the childminder is quick to encourage inclusivity by taking turns or sharing the items out between everyone equally. She uses positive language as she talks to children about their feelings and actions, ensuring they are aware of her expectations.

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

- Children develop their decision-making skills as they freely access or request the resources they wish to play with each day. The childminder observes each child and collects important information about their interests and starting points to decide what they need to learn next. The childminder confidently plans and implements activities around what children are enjoying within the setting and what they are experiencing at home. However, the childminder does not always adapt activities to ensure the youngest of children are suitably challenged or that they receive the same meaningful learning as the older children.
- The childminder supports children to learn about religious and cultural celebrations and about their own similarities and differences with others. Children have opportunities to see traditional religious clothing and try different traditional foods, and they discuss other faiths by looking at books together.
- Pre-school children enjoy engaging the childminder in conversations. They are confident in the knowledge that they can go to her for cuddles when they are upset or would like comfort. The childminder is extremely responsive to their emotional needs and wishes and demonstrates a calm and understanding manner. Children demonstrate that they are settled and feel safe.
- The childminder supports children to develop their physical skills. Children have opportunities to play outdoors each day as they visit local parks and music groups and play in the childminder's secure garden. Children learn how to take

care of their own bodies as they enjoy healthy meals and learn about hydration and oral hygiene. However, the childminder does not always consistently promote and implement good hygiene and handwashing procedures to ensure children's good health.

- Children are supported to develop good communication, language and literacy skills. Children have free access to books, which they pick up and look through with interest for extended periods. They learn that writing has a meaning as they find their own drinking cup by reading the label next to it to see if it has their name on it. Items around the room are labelled to encourage children to read and associate words with the corresponding object. Children freely create and express themselves through colouring and mark-making activities. Pre-school children learn to write their own name.
- Parents are positive about their child's experience. They comment that they are well informed about their children's day and their ongoing development. Some parents comment about how improved their child's communication is. Parents understand their children's next steps and feel confident to approach the childminder if they have any concerns. They speak highly of the childminder and the activities she offers to the children.
- The childminder has developed strong links with other childminders and professionals. She shares information effectively so that children receive any extra support they may need. The childminder is proactive in keeping her knowledge and skills up to date as she regularly researches information online and undertakes training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure knowledge of her duty to protect children, including identifying the signs and symptoms that might indicate a child is at risk of abuse. The childminder knows who to contact to seek advice and how to raise any potential issues. This includes knowing how to manage any allegations raised against herself. The childminder has a good understanding of a wide range of safeguarding topics that pose a risk to children, including wider concerns such as radicalisation and female genital mutilation. The childminder checks the premises each day to make sure that there are no risks to children. She thinks about how she can keep children safe on outings by teaching them about road safety and providing them with high-visibility jackets and wrist straps.

What does the setting need to do to improve?

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

- increase opportunities for the youngest children to engage in more meaningful learning and challenging activities

- strengthen hygiene and handwashing routines within the setting and ensure they are consistently implemented for the health and well-being of children.

Setting details

Unique reference number	505402
Local authority	Central Bedfordshire
Inspection number	10279968
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	0 to 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	26 September 2017

Information about this early years setting

The childminder registered in 2000 and lives in Leighton Buzzard. She operates term time only, from 8am to 2.30pm, Mondays and Wednesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Aimee Dillard

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 provider.
- The childminder and the inspector completed a learning discussion together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting.
- Parents shared their views of the childminder's setting with the inspector.
- The inspector viewed the areas of the premises that are used for childminding.
- The childminder shared a sample of documents with the inspector. This included evidence of training and the suitability of household members.
- The inspector interacted with the children at appropriate times during the inspection and observed their interactions with the childminder.
- The childminder and the inspector carried out a joint observation.

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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