

Childminder report

Inspection date:

9 November 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

Children form close bonds with the childminder. They show her the things that they have been creating with blocks and smile as they receive praise from her. Children are keen to help with tasks. They help to set up activities, tidy up toys using a song, and work together as a team to achieve this. Children are happy and become thoroughly engaged in activities they choose. The childminder promotes what she wants children to learn through their individual interests. For example, as children play with a train track, the childminder talks about animals at the sides of the road. Children make animal noises and laugh. She places a strong focus on helping children to extend their vocabulary. This ensures children make good progress.

Children behave well. They play with pretend dinosaurs together, name each one and make them stomp. The childminder supports positive behaviour and models this to children. She shows them how to share toys and encourages them to take turns during activities. Children use their manners and say 'please' and 'thank you' to one another during play. Children feel valued. The childminder considers the opinions of children during their play. For example, children take turns deciding which song they are going to sing next during group time.

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

- Children are taught what they need to do to contribute to a healthy lifestyle. Children wash their hands without being prompted and are keen to let the childminder know when this needs to happen. They are encouraged to try different fruits and vegetables. She tells children that 'superheroes eat oranges,' as they show reluctance to taste fruit. This encourages children to try new things. Meals provided are homemade, balanced, and nutritious. Children enjoy the social aspect of mealtimes. The childminder and children discuss the foods they are tasting and recall what they have enjoyed doing through the day.
- The childminder ensures children have time to be physically active during the day. They visit the local parks, where they play and climb on the equipment. Children eagerly join in dancing and move to music. The childminder talks to children about warming up their muscles and vocal cords before taking part in singing and dancing. This develops their large-muscle skills and promotes their understanding of being active.
- Children enjoy an inspiring selection of well-organised activities. For example, children explore a tray with autumnal objects in it. They talk about hedgehogs, where they live and what noises they make. Children become engrossed in their play and are eager to create things during messy-play activities. However, sometimes children are not able to create and interpret things in their own way. This means that at these times, children are not able to develop their imaginative skills.

- The childminder uses opportunities to teach the children about mathematics. Children enjoy singing number rhymes and showing the correct represented number on their fingers. Younger children show joy as they guess which number comes next. During construction activities, the childminder speaks to the children asking them about which structure is the tallest. This helps older children to develop their problem-solving skills and introduces younger children to simple mathematical concepts.
- Children with special educational needs and/or disabilities are supported well. The childminder works well with other professionals to ensure that reasonable adjustments are made, which help children make progress. As a result, all children participate in the activities that she provides.
- Relationships with parents are positive. The childminder seeks the views of parents when considering the evaluation of her provision. Parents are very happy with the service provided. They praise the childminder for providing regular updates about what their child is learning each day. They are grateful for the stimulating environment the childminder provides and note that their children are making good progress.
- The childminder shows a good commitment to improving the quality of her provision. She accesses regular training to help to improve her skills. The childminder uses information gained from courses to make sure that she plans activities well and that children make good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she keeps up to date with her knowledge of safeguarding. She has a good awareness of signs and symptoms that indicate a child is at risk of harm. The childminder has a good understanding of different safeguarding concerns, such as being alert to extreme behaviours and views. She understands the action to take if the suitability of anyone in her household changes. The childminder carries out risk assessments of her home and any outings. Children practise regular fire evacuations with the childminder. This helps to keep children safe and familiarises them with the evacuation procedure in the event of a fire.

What does the setting need to do to improve?

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

- enable children to explore and play with a range of media in their own way to support them to develop their imagination and creativity.

Setting details

Unique reference number	EY225748
Local authority	Central Bedfordshire
Inspection number	10234650
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 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	11 January 2017

Information about this early years setting

The childminder was registered in 2002 and lives in Leighton Buzzard. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Clarkson

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the settings.
- The inspector observed the quality of education being provided and assessed the impact that the activities had on children's learning.
- The childminder and the inspector discussed how the teaching observed extended children's understanding and linked into the learning intentions for the children.
- The inspector spoke to the childminder, her co-childminder and the children at convenient times throughout the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of adults living on the premises or working with the childminder.

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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