

Childminder report

Inspection date: 7 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 passionate childminder and her co-childminders provide children with a welcoming and happy environment. Children enjoy coming to the home. They separate from their main carers with ease and quickly find activities to explore. Children have formed strong bonds with the childminder and her co-childminders. They play and are happy to be supported by the adults closest to them. This demonstrates how secure children feel in the home.

Children have access to a wide range of resources. The childminder skilfully creates activities which attract the children's interests. They concentrate at activities for long periods. The childminder encourages children to make choices about their learning. For example, a wide variety of resources set out on a builder's tray allows children to choose what they would like to explore. Some children use tweezers to pick up coloured animals, while others transport pom-poms from one side of the tray to the other.

Children have a good understanding of the routine of the home. They excitedly run to get their shoes to go in the garden. Older children help the younger ones by passing them their shoes and coats. The childminder encourages the children to put on their coats and shoes themselves to promote their independence.

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

- The childminder uses her knowledge of child development to establish next steps for children's learning. She tracks children's development regularly and shares this information with parents. The childminder uses her knowledge of the children to create activities they will enjoy. Children pour pom-poms from one cup to another. This helps to develop hand-to-eye coordination. However, the childminder does not always extend the learning experiences further, to offer challenge to the most able children.
- Children have access to a language-rich environment. The childminder adapts her use of language to support children of different ages. She repeats words back to younger children, so they hear the correct pronunciation. The childminder asks older children questions, allowing them time to think of answers. This helps them to develop their language and learn the art of conversation. Children talk about the different sounds they can hear when they are out in the local community. This helps to develop their listening skills.
- Children enjoy exploring numbers. They count the number of pirates in a book they are reading. The childminder plays a guessing game with the children, using flash cards. She asks them to find certain shapes, and children count the number of balls they can transfer into a cup. However, the childminder does not always extend maths activities to talk about capacity, quantity and measure.

- The childminder shares detailed information with schools and parents about the progress of children who are about to leave to attend school. She documents and celebrates all the things that the children have learned in their time with her. This helps children to be proud of their achievements. The childminder talks with teachers and parents to ensure children are ready for this next stage in their learning.
- Children have lots of opportunities to learn about the world around them and the community they live in. They often take trips to the local shops. They talk about the different shapes they can see in the environment. Children have opportunities to develop their physical skills as they explore local woodlands. They climb on the fallen trees and run in the wide-open spaces.
- Parents state that they feel well informed by the childminder. They receive daily updates and photos as well as verbal feedback when they collect their children. Parents are confident in the progress their children are making with the childminder. They believe that their children are safe and well cared for. Parents like the arrangement of the childminder working alongside her co-childminders because their children have opportunities to socialise with other children and adults.
- The childminder is very reflective. She understands the importance of professional development and the impact this has on her practice. The childminder and her co-childminders discuss and share good practice. They offer each other ideas on different approaches and strategies. This has a positive impact on children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding. She is aware of the signs and symptoms of abuse and what to do if she was concerned about a child. The childminder is confident to follow her whistle-blowing policy if there is an allegation made against one of her co-childminders. She is aware of issues in society, such as county lines. She ensures her knowledge is kept up to date and completes regular training. The childminder understands her responsibility for safeguarding the children cared for by her co-childminders as well as her own childminding children. This ensures all children remain safe.

What does the setting need to do to improve?

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

- provide challenging activities and experiences for all children, including the most able, to enable them to make the best possible progress in their learning
- build on the teaching of maths to further children's knowledge of quantity and measure.

Setting details

Unique reference number	EY252480
Local authority	Central Bedfordshire
Inspection number	10257991
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	3
Date of previous inspection	29 October 2018

Information about this early years setting

The childminder registered in 2003 and lives in Leighton Buzzard. She operates on Mondays from 7.45am until 4.45pm, on Tuesdays from 8am until 4pm, and on Fridays from 7.30am until midday. The childminder provides funded early years education for two-, three- and four-year-old children. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Lisa Smith

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views on the setting with the inspector.

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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