

Childminder report

Inspection date: 22 March 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children play and learn in a friendly and caring atmosphere. They receive a warm welcome from the childminder, her co-childminder and other children when they arrive at the house. Children are content to play with the toys and resources set out for them and are willing to share with others. In the garden, children enjoy working out what exercises are depicted on small mats. They copy the pictures they see and are willing to try to balance, hop, jump and stretch. This helps children strengthen their muscles, while practising skills such as listening and taking turns.

Children develop a love for books and stories. They dress up in costumes of familiar characters and recall words and phrases from the stories. Children who speak English as an additional language bring books from home for the childminder to share with all the children. Children are immersed in positive and rich language experiences, helping them to expand their own vocabulary.

Familiar daily routines, such as music time, stories, and snack, meal and sleep times, help children settle quickly and feel secure. They help to tidy away and give out individual water bottles to their friends. Children enthusiastically offer to help and are pleased when the childminder thanks them. Coupled with their motivation to play and learn, children behave very well.

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

- The childminder takes time to research and source resources to support her teaching methods. For example, she uses games to help children to recognise and name letters and to highlight the importance of brushing teeth. This helps children to remember and build on what they already know and can do.
- Along with her co-childminder, the childminder forms close bonds with the children she cares for. She quickly gets to know children's interests and preferences. This helps her to plan which resources and activities to provide to support children's continued learning and development.
- Parental feedback is complimentary. Parents report that their children feel safe and enjoy their time with the childminder, frequently talking about her and their experiences in a positive way.
- The childminder gathers information from parents when their children first start. This helps her ensure that she provides the most suitable care and resources right from day one. The childminder carefully considers allergies and medical needs to help ensure children are kept safe from harm.
- Partnerships with other settings that the children attend are good. The childminder finds out what children do and learn at nursery and pre-school. This helps her plan her own activities and teaching to help support children's

continued learning in a consistent way.

- The childminder values opportunities to extend her own knowledge and understanding of how children learn and develop. She accesses training courses and social media forums and networks with other local childminders to help find out new information and to refresh what she already knows. The childminder shares new ideas with her co-childminder, which helps them to consistently provide good-quality care and education.
- Children who speak English as an additional language are well supported. The childminder uses key words in languages that are familiar to the children to aid their communication. All children enjoy listening to her sing a familiar children's song in a different language. They are fascinated to watch a popular cartoon about a pig in another language. This gives children a greater awareness of other languages and creates triggers for discussions around different communities and cultures.
- Children join in games and activities enthusiastically. They are keen to learn and ask questions to help satisfy their curiosity. However, there are times when the childminder does not encourage children to predict outcomes, solve problems or find answers to their questions themselves.
- Despite her positive and frequent interactions with children, the childminder sometimes misses opportunities to introduce mathematical language and concepts into everyday activities and children's self-chosen play. As a result, younger children are less exposed to experiences to help support their understanding of early mathematics.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly attends suitable training courses to help her in her role to keep children safe. She understands what and how to report any concerns she might have about children's well-being. Daily discussions with her co-childminder help to ensure that signs and symptoms of actual or potential abuse are picked up and acted upon. The childminder keeps in contact with representatives from the local authority to help ensure she has the most up-to-date and relevant contact telephone numbers to use in the event of making a referral.

What does the setting need to do to improve?

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

- encourage children to solve problems and predict outcomes for themselves and with their friends
- introduce even more mathematical language and concepts into everyday routines and activities.

Setting details

Unique reference number	EY262725
Local authority	Central Bedfordshire
Inspection number	10137441
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	24 February 2015

Information about this early years setting

The childminder registered in 2004. She works from the home of her co-childminder in Flitwick, Bedfordshire. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder is able to provide funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Katrina Rodden

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 and the inspector completed a learning walk of the playroom and garden.
- The inspector observed activities in the house and garden. She spoke to the childminder, her co-childminder and the children at appropriate times throughout the inspection.
- The inspector assessed the quality of education provided by the childminder.
- Feedback from parents, contained in recent questionnaires, was taken into account by the inspector.
- The inspector looked at a range of documents, including evidence of the suitability of the childminder and co-childminder. Records of accidents, planning information and qualification certificates were also viewed.

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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