

Childminder report

Inspection date: 23 February 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

The children settle well into a homely environment. They are happy and demonstrate a strong sense of belonging. Children are keen learners and happily engage in the range of activities on offer. Babies enjoy exploring different materials displayed in treasure baskets. They listen to sounds as they bang tins together and explore the feel of wooden hoops. Children explore what happens when they mix paint colours together. They have a sense of awe and wonder as they see new colours emerging. Children are learning how to do things for themselves, they proudly show how they can put their coats on. Younger children are keen to try and are pleased with the praise they receive for their efforts.

Children are learning how to cooperate with each other and respond well to the rules and boundaries that are put in place. When squabbles occur, the childminder helps children to deal with their emotions by using kind, positive words. Children are consistently polite and have impeccable manners. The childminder offers good experiences for children to explore their local community, including planned outings to zoos and walks in the forest. Children remember trips out, such as on train rides. They demonstrate strong language skills as they recall and describe their exciting experiences.

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

- The childminder has good knowledge of the areas of development and what she wants children to learn. She knows the children well and is aware of where they are in their development. The childminder observes children as they play and take part in activities. She identifies what they need to learn next and this supports children to make good progress.
- Parents speak positively about the childminder. They say their children settled very well and are happy to attend. Parents value the information and advice they receive. They say it enables them to know how their children are developing and how to support their learning at home.
- Children's communication and language skills are developing well. The childminder uses strong vocabulary in her interactions with children. For example, she describes children's paintings as 'marvellous'. Children remember such words and use them later. For instance, saying to visitors, 'Look at the marvellous hair I have painted'.
- Children are learning how to develop healthy lifestyles. They know to wash their hands before eating and after being outdoors. Babies have space indoors to crawl around and pull themselves up to standing. Children enjoy being active outdoors, such as by riding on tractors and pushing buggies around the garden. Children relish their meals and are learning how to feed themselves.
- The childminder has good links with key people at other settings children attend.

She takes note of what topics are being covered and finds out about children's daily activities. This helps her to support children learning in her home and promotes continuity of care and education.

- The childminder provides activities that engage children well in learning. She mostly makes sure that they are all are included. For example, when children ask if they can draw, she provides pens and paper for children on a small table and on the floor for babies. This results in children happily mark making. However, at other times, babies are not given the same opportunities to explore. For example, the childminder sits babies in highchairs outside instead of finding ways for them to explore the outdoors in the winter.
- The childminder understands the importance of self-evaluation to build on good practice. She makes sure her environment and resources are suitable for the children attending. The childminder takes part in some training courses, such as courses linked to safeguarding and first aid. However, she does not actively seek out further continuous professional development opportunities to enhance her knowledge and keep her teaching skills relevant and up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates good knowledge of child protection. She understands her responsibilities to safeguard children and protect their welfare. The childminder recognises the signs and symptoms of potential risks to children, including exposure to extremist views and behaviours. The childminder clearly explains the procedure she would follow to report any concerns to the relevant agencies. She has a clear safeguarding policy in place, which she shares with parents and uses to underpin her good practice. The childminder undertakes regular safeguarding training to keep her knowledge relevant and up to date.

What does the setting need to do to improve?

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

- enhance learning for the youngest children by exploring ways to better engage them in activities to support their ongoing development
- seek out professional development opportunities to further develop overall practice and teaching.

Setting details

Unique reference number	EY263778
Local authority	Central Bedfordshire
Inspection number	10276128
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 7
Total number of places	6
Number of children on roll	12
Date of previous inspection	3 July 2017

Information about this early years setting

The childminder registered in 2003 and lives in Eaton Bray. She operates all year round, from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jill Hardaker

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with her and has taken that into account in her evaluations.
- The inspector and the childminder looked at the areas of her home that she uses with children and discussed how she plans her curriculum and operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- A sample of policies and procedures was looked at by the inspector. These included documents relating to the suitability of household members, safeguarding and complaints.
- The inspector took into account the views of parents and discussed the childminder's reflections of her practice with her.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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