

Childminder report

Inspection date: 14 October 2019

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 enjoy their time with the childminder and show that they feel safe and secure. The childminder works well with parents and ensures that she understands children's needs and development when they first start. She has high expectations for children and continues to observe their interests and development. She uses this information to plan play opportunities that enable children to extend their knowledge. The childminder takes time to understand each child's experiences and builds on these to offer them a good range of activities that support their learning. For example, children enjoy many creative play opportunities. They explore textures as they jump in muddy puddles and play with straw.

Children are motivated and confidently tackle new experiences. They respond to the childminder's encouragement and keep trying. For instance, children develop physical skills as they learn to use the climbing frame. They are proud of themselves as they work out different ways to use the swing safely. The childminder's ongoing support aids children in developing positive attitudes. She offers children practical explanations and helps them to understand how their behaviour affects others. Children show that they understand right and wrong. For instance, young children happily share the toy food and take turns at using the shopping basket.

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

- The childminder competently assesses children's progress and helps them to build their skills and knowledge. For example, children enjoy collecting conkers. The childminder encourages them to count these and to develop their knowledge of mathematical language by describing and comparing the different sizes.
- Children benefit from the childminder's skills in making good use of their interests. For example, children enjoy finding out about autumn. They collect leaves and show a particular interest in making dens. The childminder extends this by taking children to the zoo, where they watch the bears making dens. Children are then fascinated as the childminder introduces the topic of hibernation.
- The childminder speaks clearly with children and encourages their involvement in discussions. Children are starting to communicate well with one another, for example, to discuss differences and reach agreements. The childminder introduces new vocabulary and makes sure children understand this.
- Children enjoy attending local groups. The childminder's sensitive support at these times enables them to learn to socialise with others. Children also gain a good awareness of their community and the diversity within this.
- The childminder has good procedures to support her in working with other

childcare settings. She works well with parents and uses a range of methods, such as daily diaries and newsletters, to communicate with them. She also offers ideas for parents to extend their children's learning at home. Parents report that they appreciate the good communication and feel their children are well cared for.

- Children enjoy many opportunities to read and to develop their early skills in writing and making marks. They choose books from a wide selection and enjoy exciting story times. Children laugh and giggle as they sit on the floor and then stretch up tall when they use chalks to make marks on a large sheet of paper on the wall.
- Children gain a good understanding of how to keep themselves safe and healthy. They participate in activities to look at different foods and make a balanced meal. The childminder talks with them about safety in the car and they understand the importance of using car seats and restraints.
- The childminder encourages children to explore the toys and resources. However, she does not consistently make the best use of opportunities that support children in learning to solve the problems they encounter as they play.
- The experienced childminder remains enthusiastic about her work. She sets high standards and aims to prepare children well for school. She completes training to support her in continuing to develop her practice. However, she does not always make the best use of supervision and training opportunities for assistants in order to support them in further raising the quality of their teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular training and maintains a good knowledge of safeguarding. She understands how to report any concerns about children's welfare and ensures that her assistants also know how to identify concerns and report them. The childminder demonstrates a secure understanding of the risks posed to children by exposure to extreme views or practices. She takes effective action to protect children from potential risks when accessing the internet and helps children to understand how to keep themselves safe. The childminder prioritises children's daily safety. For example, she checks her home thoroughly, further protecting children from harm.

What does the setting need to do to improve?

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

- extend the support to children to help them solve problems and find solutions to problems they encounter as they play
- enhance the use of supervision and professional development opportunities for assistants to continuously raise the quality of teaching.

Setting details

Unique reference number	EY275115
Local authority	Central Bedfordshire
Inspection number	10126199
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	12
Number of children on roll	9
Date of previous inspection	6 January 2016

Information about this early years setting

The childminder registered in 2003 and lives in Leighton Buzzard. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with assistants on an occasional basis. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Eyre

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She carried out a learning walk with the childminder to discuss and understand how the early years provision is organised.
- The inspector talked with the childminder about how she supervises her assistants.
- The inspector talked with children and the childminder at appropriate times throughout the inspection. She reviewed an activity with the childminder.
- The inspector looked at evidence of the suitability of household members. She discussed the childminder's self-evaluation and viewed a range of other documentation, including the safeguarding procedures.
- Written feedback from parents was looked at and the inspector took account of these views.

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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