

Childminder report

Inspection date: 9 May 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 have strong relationships with the childminder. They separate from their parents with ease and enjoy spending time with her. The childminder knows the children well and uses their interests to plan for the next steps in their learning. For instance, children enjoy learning about the hungry caterpillar. The childminder encourages them to retell the story with story cards.

Children enjoy spending time and playing with their friends. They seek each other out to play and are kind and friendly to each other. The childminder supports children to take turns and share the toys. While at the chalk board, she encourages the older children to show younger children how to wipe the marks off the board. This develops their confidence.

Children's behaviour is good. They understand the childminder's expectations and rarely need reminding of the rules. She offers lots of praise, which helps to build children's self-esteem. They make good progress in their learning and are prepared for the next stage of their education. Children have a positive attitude to their learning. They enjoy exploring activities and independently make choices in their learning. The childminder supports and allows children free choice in the activities available to them.

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

- The home environment is well resourced. Children can make choices and adapt activities to support their interests. They bring the butterflies and caterpillars from the story box into the sand. Older children bury the caterpillars. They explain that they are in their cocoon. The childminder asks children questions to develop their cognitive skills. She supports the older children with ease. However, the childminder does not always adapt the activity to support the development of the younger children.
- The childminder supports children's communication and language development in a variety of ways. She provides constant commentary throughout the day, supporting children's language. The childminder introduces new words and uses effective questioning to help children develop their critical thinking skills. Children have opportunities to sing songs and enjoy musical instruments. The childminder helps them to develop a love of books. Children have opportunities to share books with both her and their peers.
- The childminder ensures children have access to a wide range of activities outside of her home. She regularly attends toddler groups. This helps all children to develop their confidence and social skills. Visits in the local environment, for example to local woodlands and play parks, allow children to develop their physical skills further.

- Parents are very happy with the childminder's care and how settled their children are with her. They talk of the 'home-from-home' atmosphere she creates and praise the new skills their children come home with. Parents are happy with the level of communication they receive. They praise the childminder's careful planning for children with allergies to ensure they are safe in her care. The childminder uses individualised settling-in plans, alongside parents' comments, to gain information about each child. However, she does not always gain enough information about children's development to support her ability to create starting points for children.
- Children's healthy lifestyles are promoted through a wide range of physical activities and outdoor experiences. The childminder ensures children have access to a wide range of healthy meals and snacks, which she provides. Good hygiene practices are encouraged. Children wash their hands before snack and mealtimes. Mealtimes are a sociable experience and the children talk about what they are eating.
- The childminder keeps her training up to date to ensure her teaching and learning remain at a good level. She completes training on specific areas, such as 'communication and language' to support children in her care, both now and in the future. Training ensures that the childminder has the skills to help children continue to make progress while they are in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to ensure that all children are safe and to protect their welfare. She is knowledgeable of the signs and symptoms of abuse. The childminder understands her responsibility to report any concerns she may have, including allegations against herself or anyone in her household. She understands wider issues, such as 'Prevent' duty. The childminder carries out thorough risk assessments to ensure her home is safe for children.

What does the setting need to do to improve?

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

- work more closely with parents to assess children's starting points right from the start, in order to plan effectively for each child's next steps in learning
- plan more precisely and adapt teaching to support younger children to develop their skills to a higher level.

Setting details

Unique reference number	EY298891
Local authority	Central Bedfordshire
Inspection number	10231740
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 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	13 September 2016

Information about this early years setting

The childminder registered in 2005 and lives in Shefford, Bedfordshire. She operates from 7.30am until 6pm, Monday to Friday, during term time only, except for bank holidays and family holidays.

Information about this inspection

Inspector

Lisa Smith

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 the evaluations of the setting.
- The childminder and the inspector completed a learning walk together of all the areas of the setting and discussed her curriculum and what she wants children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector looked at reviews from the parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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